

# STOUT



## STOUT STATE COLLEGE BULLETIN

Menomonie, Wisconsin

REGULAR SESSION

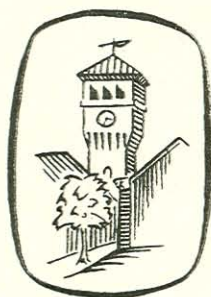
1962-1964

# STOUT STATE COLLEGE Bulletin

## REGULAR SESSIONS - 1962 - 1964

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THE SCHOOL OF HOME ECONOMICS  
THE SCHOOL OF INDUSTRIAL EDUCATION  
GRADUATE STUDIES



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VOLUME LII NUMBER 1

JANUARY 2, 1962

Issued quarterly to students of Stout State College. Additional copies may be obtained at the offices of administration at Stout State College, 120 Second Street, Menomonie, Wisconsin. Entered as second class matter March 10, 1927, at the post office at Menomonie, Wisconsin, under the act of August 24, 1912.

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## ACCREDITATION

The undergraduate and graduate programs of Stout State College are fully accredited by the North Central Association of Colleges and Secondary Schools and the National Council for the Accreditation of Teacher Education. Membership is also maintained in the National Commission of Accrediting, The American Association of Colleges for Teacher Education, the American Council on Education, and the Midwest Conference on Graduate Study and Research.



Women graduates of Stout State College are eligible for membership in the American Association of University Women.



## DIRECTORY FOR CORRESPONDENCE

Administration, policy .....	The President
Admissions, evaluation of credits, registration .....	The Registrar
Alumni affairs .....	The Alumni Secretary
Business affairs and arrangements .....	The Business Manager
Counseling services for prospective students .....	The Dean of Student Affairs
Employment, student part-time .....	The Dean of Men
Graduate program .....	The Dean of Graduate Studies
Housing for women students .....	The Dean of Women
Housing for men and married students .....	The Dean of Men
Instruction .....	The Dean of the School of Home Economics
Instruction .....	The Dean of the School of Industrial Education
Literature, catalog and general announcements .....	The Dean of Student Affairs
Placement .....	The Placement Chairman
Program planning, evaluation of transferred credits .....	The Dean of the School of Home Economics
Program planning, evaluation of transferred credits .....	The Dean of the School of Industrial Education
Schedule of Classes .....	The Dean of the School of Home Economics
Schedule of Classes .....	The Dean of the School of Industrial Education
Scholarships .....	The Registrar
Transcripts .....	The Registrar

1962

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## COLLEGE CALENDAR

## SUMMER SESSION 1962

Monday, June 18	Summer Session Begins
Friday, July 13	End of First Four Weeks
Monday, July 16	Beginning of Second Four Weeks
Friday, July 27	End of First Six Weeks
Friday, August 10	Summer Session Closes

## REGULAR SESSION 1962-63

Monday, September 3	Labor Day
Tuesday, September 4	Registration for Freshman Students, All New Students Transferring from Other Colleges, and Graduate Students
Wednesday, September 5	Registration for Juniors, Seniors and Graduate Students
Thursday, September 6	Registration for Sophomores and Graduate Students
Friday, September 7	Classes Convene
Friday, November 2	Midsemester, End of First Nine Weeks
Wednesday, November 21, Noon	Thanksgiving Vacation Begins
Monday, November 26	Classes Resume
Friday, December 21, Noon	Christmas Vacation Begins
Monday, January 7, 1963	Classes Resume
Tuesday, January 15	Final Examinations
Wednesday, January 16	Final Examinations
Thursday, January 17	Final Examinations
Friday, January 18	First Semester Ends
Monday, January 21 and	
Tuesday, January 22	Registration for Second Semester
Friday, March 22	Midsemester, End of Third Nine Weeks
Friday, April 12, Noon	Spring Vacation Begins
Monday, April 22	Classes Resume
Monday, May 27	Final Examinations
Tuesday, May 28	Final Examinations
Wednesday, May 29	Final Examinations
Friday, May 31	End of College Year
Saturday, June 1	Commencement

## SUMMER SESSION 1963

Monday, June 17	Summer Session Begins
Friday, July 12	End of First Four Weeks
Monday, July 15	Beginning of Second Four Weeks
Friday, July 26	End of First Six Weeks
Friday, August 9	Summer Session Closes

1964

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## REGULAR SESSION 1963-64

Monday, September 2	Labor Day
Tuesday, September 3	Registration for Freshman Students, All New Students Transferring from Other Colleges and Graduate Students
Wednesday, September 4	Registration for Juniors, Seniors
Thursday, September 5	Registration for Sophomores and Graduate Students
Friday, September 6	Classes Convene
Friday, November 1	Midsemester, End of First Nine Weeks
Wednesday, November 27, Noon	Thanksgiving Vacation Begins
Monday, December 2	Classes Resume
Friday, December 20, Noon	Christmas Vacation Begins
Monday, January 6, 1964	Classes Resume
Tuesday, January 14	Final Examinations
Wednesday, January 15	Final Examinations
Thursday, January 16	Final Examinations
Friday, January 17	First Semester Ends
Monday, January 20 and	
Tuesday, January 21	Registration for Second Semester
Friday, March 20	Midsemester, End of Third Nine Weeks
Friday, March 27, Noon	Spring Vacation Begins
Monday, April 6	Classes Resume
Monday, May 25	Final Examinations
Tuesday, May 26	Final Examinations
Wednesday, May 27	Final Examinations
Friday, May 29	Commencement, End of College Year

## SUMMER SESSION 1964

Monday, June 15	Summer Session Begins
Friday, July 10	End of First Four Weeks
Monday, July 13	Beginning of Second Four Weeks
Friday, July 24	End of First Six Weeks
Friday, August 7	Summer Session Closes



## BOARD OF REGENTS WISCONSIN STATE COLLEGES

	Term Expires
John K. Kyle, Madison, President	1965
David Rodli, Baldwin, Vice President	1964
Elizabeth Hawkes, Washburn	1966
Mrs. Ferdinand Hinrichs, Milwaukee	1962
Mrs. Gordon R. McIntyre, Appleton	1964
William D. McIntyre, Eau Claire	1963
Richard S. McKnight, South Wayne	1965
Eugene W. Murphy, La Crosse	1963
Foster B. Porter, Bloomington	1962
Mrs. Aleck E. Tilseth, Menomonie,	1965
John L. Thomson, Stevens Point	1965
Mrs. John Walter, De Pere	1966
Eugene R. McPhee, Madison, Director and Secretary	
Angus B. Rothwell, Madison, Ex-Officio	

## ADMINISTRATION

WILLIAM J. MICHEELS, Ph.D.	President
JOHN A. JARVIS, Ph.D.	Dean of the School of Industrial Education
JOHN A. JARVIS, Ph. D.	Director of Summer Session
ALICE J. KIRK, Ed.D.	Dean of the School of Home Economics
RALPH G. IVERSON, Ed.D.	Dean of Student Affairs
RAY A. WIGEN, Ph.D.	Dean of Graduate Studies
STELLA M. PEDERSEN, M.A.	Dean of Women
MERLE M. PRICE, M.A.	Dean of Men
FRANK J. BELISLE, M.A.	Registrar, Placement Chairman
E. J. SCHOEPP, A.B.	Business Manager
JAMES THOMPSON	Accountant
MINNIE J. BECKER	Secretary to the President
LOUIS RODEY, M.S.	Superintendent of Building and Grounds
MRS. ORA CHASE, R.N.	College Nurse
PHYSICIANS OF THE RED CEDAR CLINIC	College Physician
MAX SPARGER, A.B.	Director of Student Center
MARY KILLIAN, M.A.	Director of Institution Management
MRS. BETH DIETRICH	Resident Head of Bertha Tainter Hall
MRS. INA STONE	Resident Head of Eichelberger Hall
JOHN J. JAX, M.S.	Assistant Librarian
PHYLLIS BENTLY, M.S.	Librarian
MRS. BEULAH HOWISON, A.B.	Assistant Librarian
JOHN J. JAX, M.S.	Resident Head of Men's Dormitory
MARY DONLEY, M.A.	Assistant Librarian
SYRILLA WOLD	Secretary to the Dean of Home Economics
MRS. EVA ROGERS, B.S.	Secretary to the Dean of Industrial Education
CATHRINE MOFFAT	Secretary to the Dean of Graduate Studies
JUDY KERN	Secretary to the Dean of Men and Dean of Women
MRS. MICKI BLASZYK	Secretary to the Student Personnel Office
MRS. SHIRLEY COOK	Secretary to the Business Manager
DEANNA RUDE	Secretary to the Registrar

## FACULTY COMMITTEES

### Administrative Council

William J. Micheels, Chairman, Frank J. Belisle, Ralph G. Iverson, John A. Jarvis, Alice J. Kirk, Stella M. Pedersen, Merle M. Price, Ray A. Wigen, E. J. Schoepp, Secretary.

### Accrediting

Ray A. Wigen, Chairman, Phyllis D. Bentley, Frank J. Belisle, Thomas Fleming, John A. Jarvis, Alice J. Kirk, Otto Nitz, Erich R. Oetting, E. J. Schoepp, Robert Swanson, Gustave Wall, Secretary.

### Admission and Credits

John A. Jarvis, Chairman, Ralph G. Iverson, Alice J. Kirk, Ella Jane Meiller, Erich R. Oetting, Ray A. Wigen, Frank J. Belisle, Secretary.

### Alumni Relations

Lloyd Whydotski, Chairman, William D. Amthor, Paul Axelsen, Peter F. Christianson, Robert F. Duren, Ray F. Kranzusch, Robert L. Phelps, Philip W. Ruehl, Edwin Siefert, George Soderberg, Robert Spinti, Mrs. Alice Vanek, E. Robert Rudiger, Secretary.

### Assembly and Lyceum

Norman Ziemann, Chairman, Dwight Agnew, Frederick Blake, Mary F. Cutnaw, Donald R. Hakala, Edfield Odegard, William Owen, Mrs. Judith Russell, George Soderberg, Martha Ruth Amon, Secretary, and four student members.

### Athletic Committee

Dwight Chinnock, Chairman, Keturah Antrim, William D. Amthor, Robert R. Bostwick, Mrs. Ora Chase, Edwin Dyas, Irene Erdlitz, Henry J. Gerber, Myron Harbour, John J. Jax, Dick G. Klatt, Edwin Siefert, Max Sparger, Ray C. Johnson, Secretary, and two student members.

### Catalog and Publications

Anne Marshall, Chairman, Paul Axelsen, Imo C. Brown, Lois E. Byrns, Mary Rathke, Robert Sather, Lloyd Whydotski, and one student member.

### Commencement

Merle M. Price, Chairman, Martha Ruth Amon, Eleanor H. Cox, Margaret A. James, Marvin Kufahl, Lorna Lengfeld, Sarah W. Littlefield, Edward O. Morical, Edfield Odegard, K. T. Olsen, Don R. Ortle, Arnold G. Piersall, Knute L. Rue, Philip W. Ruehl, Mrs. Benita Smith, Robert Spinti, Mrs. Alyce Vanek, Hazel Van Ness, Lloyd Whydotski, Mary K. Williams, Norman Ziemann, Gerald Schemansky, Secretary, and four student members.

## Curriculum and Instruction

Robert Swanson, Chairman, Martha Ruth Amon, Herbert Anderson, Keturah Antrim, David Barnard, Marguerite C. Barra, Phyllis D. Bentley, Peter F. Christianson, Thomas Fleming, Myron Harbour, O. Clifford Kubly, Anne Marshall, Ella Jane Meiller, Edward O. Morical, Ann Noble, Erich R. Oetting, Arnold Piersall, Evelyn G. Rimel, E. Robert Rudiger, Guy Salyer, Wesley Sommers, Gladys Trullinger, Theodore E. Wiehe, Margaret Harper, Secretary, and two student members.

## Faculty Services

Thomas Fleming, Chairman, Herman Arneson, David Barnard, Marguerite C. Barra, Dorothy Clure, Mrs. Betty Cotter, Kenneth J. Erickson, Richard P. Friedrich, Mary Killian, Mrs. Harriet Lyon, Robert McMurtrie, Robert Melrose, Matthew Reneson, Charlotte L. Rose, Guy Salyer, Gerald Schemansky, Mrs. Benita Smith, Robert F. Wilson, Theodore E. Wiehe, Secretary.

## Finance and Audits

E. J. Schoepp, Chairman, William D. Amthor, Donald A. Dickmann, Thomas E. Gray, Donald R. Hakala, Harold Halfin, Edward O. Morical, Knute L. Rue, Gerald Schemansky, Robert Spinti, Joseph L. Teeters, James Thompson, Warren Z. Watson, Mary K. Williams, Frederick Blake, Secretary.

## Graduate

Gustave Wall, Chairman, David Barnard, Marguerite C. Barra, Fern Horn, Ralph G. Iverson, John A. Jarvis, Alice J. Kirk, Anne Marshall, Ella Jane Meiller, Otto Nitz, E. Robert Rudiger, Guy Salyer, Robert Swanson, Theodore E. Wiehe, Ray A. Wigen, Secretary.

## Institutional Studies

Dwight L. Agnew, Chairman, David Barnard, Marian Deininger, Ralph G. Iverson, Louis L. Klitzke, Edward Lowry, Ella Jane Meiller, Ann Noble, Joseph L. Teeters, Robert Swanson, Hazel Van Ness, Ray A. Wigen, Frank J. Belisle, Secretary.

## Library

Phyllis D. Bentley, Chairman, Martha Ruth Amon, Clara Carrison, Dorothy Clure, Mrs. Beulah Howison, John J. Jax, O. Clifford Kubly, Lorna Lengfeld, Edward M. Lowry, John A. Mayne, K. T. Olsen, Margaret Perman, Charlotte L. Rose, Mary Van Allsburg, Hazel Van Ness, Mary K. Williams, Mary Donley, Secretary, and two student members.

## Placement and Follow-up

Frank J. Belisle, Chairman, Fern Horn, John A. Jarvis, Alice J. Kirk, Ann Noble, Ray A. Wigen, Dwight Chinnock, Secretary.

## Safety and Fire Prevention

Ray F. Kranzusch, Chairman, Keturah Antrim, Mrs. Ora Chase, Eleanor H. Cox, Irene Erdlitz, Edwin Hinckley, Ray C. Johnson, Dick G. Klatt, Matthew Reneson, Louis Rodey, Jack Sampson, Marvin Kufahl, Secretary.

## Student Personnel Services

Erich R. Oetting, Chairman, Herbert Anderson, Frank J. Belisle, Dennis P. Bolstad, Marian Deininger, Margaret Harper, Louis L. Klitzke, Robert Melrose, Stella M. Pedersen, Merle M. Price, Evelyn G. Rimel, Knute L. Rue, Guy Salyer, Robert Swanson, Gustave Wall, Mrs. Alyce Vanek, Ralph G. Iverson, Secretary, and two student members.

## Student Welfare

Gladys Trullinger, Herman Arneson, Secretary, and four student members Otto Nitz, Chairman, Mrs. Ora Chase, Edwin Dyas, Irene Erdlitz, Harold Halfin, Myron Harbour, Ralph G. Iverson, Ray C. Johnson, Stella M. Pedersen, Merle M. Price, Matthew Reneson, Philip W. Ruehl, Wesley S. Sommers,



## FACULTY

WILLIAM J. MICHEELS, *President*

Stout State College, B.S.; University of Minnesota, M.A., Ph.D. Stout State College since 1961.

DWIGHT L. AGNEW, *Head of Department and Professor of Social Science, History*

Park College, Parkville, Missouri, A.B.; University of Iowa, A.M., Ph.D. Stout State College since 1947.

MARTHA RUTH AMON, *Head of Department of Related Art and Associate Professor of Home Economics*

University of Wisconsin, B.S., M.S.; Chicago Art Institute, University of Iowa, University of Minnesota, Graduate Study. Stout State College since 1949.

WILLIAM D. AMTHOR, *Instructor of Industrial Education. Sheet Metal*

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HERBERT A. ANDERSON, *Head of Department of Drafting and Professor of Industrial Education. Drafting*

Stout State College, B.S.; University of Minnesota, M.A.; University of Missouri, Ed.D. Stout State College since 1948.

KETURAH ANTRIM, *Associate Professor of Physical Education*

Lake Forest College, Lake Forest, Illinois, B.A.; University of Wisconsin, Ph.M.; Columbia University, Northwestern University, Graduate Study. Stout State College since 1936.

HERMAN C. ARNISON, *Associate Professor of Science and Mathematics.*

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Northland College, B.A.; University of Minnesota, M.A., Graduate Study. Stout State College since 1945.

PAUL A. AXELSEN, *Instructor of Industrial Education. Printing*

Stout State College, B.S., M.S. Stout State College since 1956.

DAVID P. BARNARD, *Professor of Industrial Education and Head of Audio-Visual Center. Audio-Visual Education. Photography, Motion Picture Production*

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- PHYLLIS D. BENTLEY, *Librarian and Associate Professor*  
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- FREDERICK BLAKE, *Instructor of Science and Mathematics. Chemistry*  
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- DENNIS P. BOLSTAD, *Assistant Professor of Psychology and Education*  
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- ROBERT BOSTWICK, *Assistant Professor of Physical Education*  
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- IMO C. BROWN, *Instructor of English*  
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- LOIS E. A. BYRNS, *Associate Professor of English*  
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- CLARA C. CARRISON, *Associate Professor of Home Economics. Food and Nutrition*  
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- DWIGHT D. CHINNOCK, *Supervisor of Student Teaching and Associate Professor of Education*  
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- PETER CHRISTIANSON, *Associate Professor of Industrial Education*  
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- ELEANOR H. COX, *Associate Professor of Science and Mathematics. Chemistry*  
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- MARY FRANCIS CUTNAW, *Assistant Professor of Speech*  
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- MARIAN DEININGER, *Associate Professor of Social Sciences. Sociology*  
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- DONALD A. DICKMANN, *Instructor of Science and Mathematics. Biology*  
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- STELLA M. PEDERSEN, *Dean of Women and Professor of Education*  
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- MARY JOSEPHINE RATHKE, *Instructor of English*  
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- EVELYN G. RIMEL, *Head of the Department of Family Relations and Child Development and Associate Professor of Home Economics*  
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- E. ROBERT RUDIGER, *Professor of Education*  
Stout State College, B.S., M.S.; University of Missouri, Ed.D. Stout State College since 1952.
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- PHILIP W. RUEHL, *Head of Department of Electricity and Mechanics and Associate Professor of Industrial Education. Electricity*  
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- JUDITH RUSSELL, *Instructor of Home Economics. Family Relations and Child Development*  
Christian College, Iowa State University, B.S. Stout State College since 1960.
- GUY SALYER, *Professor of Psychology and Education*  
University of Missouri, A.B., A.M.; University of Nebraska, Ph.D. Stout State College since 1948.
- JACK SAMPSON, *Instructor of Industrial Education. General Shop*  
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- ROBERT T. SATHER, *Instructor of English*  
St. John's University, B.S.; Marquette University, M.A.; University of Wisconsin, Graduate Study. Stout State College since 1960.
- GERALD SCHEMANSKY, *Instructor of Industrial Education. Printing*  
Stout State College, B.S., M.S. Stout State College since 1958.
- EDWIN SIEFERT, *Assistant Professor of Industrial Education. Machine Drafting and General Drafting*  
Stout State College, B.S.; Wayne State University, M.E.; Stout State College, Pennsylvania State University, University of Illinois, University of New York, Bradley University, Graduate Study. Stout State College since 1950.



- BENITA GROTE SMITH, *Associate Professor of Home Economics. Family Relations and Child Development*  
Iowa State College, B.S.; Merrill-Palmer School, Detroit, Iowa State University, M.S.; University of Minnesota, Graduate Study. Stout State College since 1943.
- GEORGE SODERBERG, *Associate Professor of Industrial Education. Woodworking*  
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- WESLEY S. SOMMERS, *Head of Department of Industrial Technology and Associate Professor of Industrial Education, Industrial Technology and Drafting*  
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- MAX SPARGER, *Director of the Student Center and Instructor of Physical Education*  
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- ROBERT SWANSON, *Head of Department of Woodworking and Professor of Industrial Education. Woodworking and Statistics*  
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- JOSEPH L. TEETERS, *Instructor of Science and Mathematics. Mathematics*  
Colorado School of Mines, G.E.; Colorado State College, M.A.; Stout State College since 1960.
- GLADYS TRULLINGER, *Head of Department of Home Management and Family Economics and Professor of Home Economics*  
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- MARY B. VAN ALLSBURG, *Instructor of Home Economics. Clothing and Textiles*  
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- ALYCE D. VANEK, *Assistant Professor of Home Economics. Clothing and Textiles.*  
Stout State College, B.S., M.S. Stout State College since 1954.
- HAZEL VAN NESS, *Professor of Home Economics. Clothing and Textiles*  
Syracuse University, B.S.; Columbia University, A.M.; Columbia University, Michigan State University, Syracuse University, University of Tennessee, Graduate Study. Stout State College since 1929.
- G. S. WALL, *Professor of Education. Graduate Studies*  
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- LLOYD WHYDOTSKI, *Head of Department of Printing and Associate Professor of Industrial Education. Printing and Publications*  
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- THEODORE E. WIEHE, *Associate Professor of Industrial Education. Machine Shop*  
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- RAY A. WIGEN, *Dean of Graduate Studies and Professor of Education*  
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- MARY K. WILLIAMS, *Assistant Professor of Home Economics. Related Art*  
University of Wisconsin, B.S., M.A.; Graphis Lehr and Versuchsanstalt, Hertha Buchner Keramics, Vienna, New York University, Chicago Institute of Design, University of Wisconsin, Chicago Art Institute, Graduate Study. Stout State College since 1954.
- ROBERT F. WILSON, *Instructor of Home Economics. Related Art*  
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## EMERITUS

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# COOPERATING SCHOOLS IN THE STUDENT TEACHING PROGRAM

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Barron High School	Mrs. Mary Wright	R. R. Rhode, Superintendent
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Eau Claire Memorial High School	Mrs. Ellen Peterson	Homer E. DeLong, Superintendent
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La Crosse, Longfellow Junior High School	Mrs. Betty Taylor	Donald R. Kinney, Principal
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School	Supervising Teacher	Administrator
Altoona High School	Wayne West	Einer Pederson, Principal
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Eau Claire Memorial High School	Adrian Burmeister, Chairman Claude Craemer Gordon Rehm	David Barnes, Principal
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Hudson High School	Alvin Weitkamp	E. P. Rock, Superintendent W. G. Heiting, Principal
Hurley High School	Zenda DeRubeis	Roland Van Slyke, Principal
Kaukauna Vocational School	William E. Roerig Walter J. Vernon	D. J. Bordini, Director
La Crosse Central High School	Alfred Hemauer Robert McLeod Richard Mitchell	Conan S. Edwards, Superintendent Willard W. Hanson, Principal

La Crosse Vocational School	James A. Becker Roland J. Krogstad Neal O. Stromstad	John B. Coleman, Director
Ladysmith High School	John Cardinal	Harold Schiotz, Superintendent
Manitowoc Lincoln High School	Harry Olstad, Chairman Stanley Allen Lawrence Bohn Gordon Heffernan Warren Schuster	C. E. Jones, Superintendent Rufin W. Boyd, Principal
Marion High School	Robert Eggleston	Lloyd F. Nell, Superintendent
Menasha High School	Charles Bruemmer V. I. Halversen Vernon Knox Giles Woolf	M. J. Gegan, Superintendent H. L. Sherman, Director of Vocational Education
Mondovi High School	Milo Anderson	W. H. Hehli, Superintendent Allen Olson, Principal
Neenah High School	Al Poellinger Edwin Zenisek	Donald Scott, Superintendent H. O. Borgen, Principal
Onalaska High School	Larry Mosher	Arnold Wicklund, Superintendent
Plymouth High School	Ernest Haucke	Eldon M. Amundson, Superintendent
Regis High School, Eau Claire	Robert Duren	Rev. John D. Rossiter, Principal
Rice Lake High School	Francis Miller	Louis M. King, Superintendent W. L. Swanson, Principal
Ripon High School	Harlyn Misfeldt	Duane R. Ahlf, Superintendent John N. Zei, Principal

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Shawano High School	Fred Ponschok John Reilly	Charles Hub, Superintendent Everett Thomas, Principal
Stevens Point Jacobs High School	Ray A. Gerke John M. Hummel Willard J. Schlice	A. Moldenhauer, Superintendent A. G. Bostad, Principal
Waupaca High School	John Morgan	George Hendrickson, Superintendent Clarence Riddle, Principal
Wausau Senior High School	Carl Putman	G. W. Bannerman, Superintendent E. H. Boettcher, Principal
Wausau Vocational School	Lawrence Ferdon Norman Lerch	Lawrence B. Hoyt, Director

## GENERAL INFORMATION

Stout State College has been preparing teachers for vocational, industrial and home economics education since 1893. At first, provision was made for only a two-year course, but in 1917 the four-year course, and in 1935 the fifth year on the graduate level, leading to the degree of Master of Science, were authorized. During these years of development and expansion, Stout held consistently to the function of preparing teachers and administrators in these fields of work.

Provisions are made for students to complete requirements for the degree of Bachelor of Science or to take undergraduate work beyond the degree requirements for refresher purposes. Beginning with the second semester of the college year 1945-46, graduate work has been offered during both the regular session and the summer session. This curriculum leads to the degree of Master of Science with the major in vocational education, industrial arts education, or home economics education. For persons interested in study in these fields, Stout State College has unusual facilities and an unexcelled faculty.

The college year is thirty-six weeks in length. There are two semesters of eighteen weeks each. The summer session, which opens each year in June, two weeks after the close of the regular session, is eight weeks in length.

## HISTORY

The history of Stout State College dates back to the year 1889 when Senator James H. Stout offered the people of Menomonie a program of manual training and domestic science in all twelve grades of the Menomonie public schools. From the beginning the graduates of Menomonie High School were offered teaching positions. Thus began a pioneer teaching program in the United States.

In 1893 new buildings were constructed and assistance was withdrawn from the public schools and The Stout Manual Training and Domestic Science School, independent of the public schools was definitely established. A president was appointed in 1903 by Senator Stout whose patronage continued through twenty-five critical years until his death in 1910.

Through Senator Stout's efforts, Dr. Lorenzo Dow Harvey, a former state superintendent of instruction in Wisconsin, assumed the presidency of The Stout Manual Training and Domestic Science School in 1903. Dr. Harvey continued to serve in that capacity when the name of the school was changed to The Stout Institute five years later. The name remained following its presentation, acceptance, and placement under the control of a board of trustees by the state of Wisconsin in 1911.



In 1917, six years after its designation as a state institution, The Stout Institute by legislative action was made a college with degree-granting power. In 1923 Burton Edsel Nelson was named as successor to President Harvey, who died in June, 1922. Nelson served in that capacity until his retirement in 1945. He died in July, 1961. In October of 1945 Dr. Verne C. Fryklund assumed his executive duties as the third president and retired in September, 1961. At that time, Dr. William J. Micheels became the fourth president of the college.

In 1935 through legislative action The Stout Institute was authorized to undertake graduate work and to grant the Master of Science Degree with designated majors in (1) Industrial Education (2) Vocational Education and (3) Home Economics Education.

Under the provisions of a law effective July 1, 1955, the legislature changed the name of The Stout Institute to Stout State College and placed it under the jurisdiction of the Board of Regents of Wisconsin State Colleges. That law also gave Stout State College authority to grant the degree of Bachelor of Science in Industrial Technology as well as to continue granting the undergraduate and graduate degrees authorized earlier.

### AIMS OF THE COLLEGE

Stout State College is the Wisconsin state college of industrial, vocational, and home economics education. It is the only college in America devoted exclusively to the education of men and women for work in these professional areas.

In addition to teaching and administrative positions in education, students in industrial education as well as industrial technology may prepare for technical and executive positions in industry. Graduates have found advantageous employment as trainers in education departments of industrial plants, in production and planning departments of manufacturing plants, in maintenance departments, as technically trained salesmen, and in various other types of employment in industry.

The home economics courses at Stout provide preparation directed toward a variety of vocations other than teaching. Students are prepared for responsible positions as dietitians, home demonstration agents, teachers and supervisors of nursery schools, and managers of cafeterias and restaurants. Graduates are also qualified to enter the fields of commercial demonstration, food, textile and equipment research, home economics journalism, and family life education. Regardless of what field a student may plan to enter, an education in home economics is the kind of specialized and cultural education which will prepare her for marriage and citizenship.

While specialized training is emphasized at Stout State College, the curriculum is designed to give students a general education. Departments are maintained in education and psychology, English, speech, science and mathematics, social sciences, physical education and music. In conjunction with the specialized divisions of Stout State College, the specific aims of these studies are to encourage the student:

1. To secure effective use of the English language in writing and speaking and the ability to acquire ideas by reading and listening.
2. To acquire understandings and attitudes basic to a happy family life.
3. To maintain and to improve good mental and physical health.
4. To participate as an informed responsible citizen in the solution of community, state, national, and international problems.
5. To know and to use skills and habits involved in critical and constructive thinking.
6. To understand and to enjoy literature, drama, art, music, and crafts, and to participate to some extent in these fields.
7. To understand basic facts and methods of science as applied to life activities.
8. To develop potential abilities and talents, and to sense limitations.
9. To develop a philosophy of life including values which are socially constructive and personally satisfying.
10. To learn historical origins and cultural heritage which serve as a background for present-day problems.
11. To attain individual achievement toward ideals and social goals in a democracy.

Thus Stout State College believes that men and women should receive not only professional training but also the kind of general education that will make them responsible and informed citizens, equip them with an understanding of our changing civilization, and enable them to enjoy the arts of living.

## ENROLLMENT

While most of the students come from Wisconsin, almost every state in the Union has been represented in the enrollment at Stout State College. Through the years the enrollment at Stout has been more than national in character. In past years as many as thirty-eight states, Canada, Panama, Peru, Germany, Finland, the Philippines, France, Paraguay, Bolivia, Nigeria, Thailand, India, Japan, Indonesia, Malaya, Jordan, Israel, Ethiopia, Lebanon, Columbia, and Guam have been represented. Almost every year students from Hawaii and Alaska have attended Stout State College.

Stout graduates are teaching in every state of the Union, in Canada, the Canal Zone, Cuba, and the West-Indies.

## CONSERVATION

By Wisconsin state law, instruction in conservation is required for all students who are to be certified to teach courses in science and social science. Although Stout State College does not specifically prepare teachers in these subjects, for general education purposes units on conservation are integrated in the following areas: economics, sociology, government, woodworking, metalworking, printing, safety education, consumer information, food, and clothing.

## PIGEON LAKE CAMP

Although separated by 150 miles, the state college system's Pigeon Lake Camp is an integral part of the Stout campus.

The camp is located in southeast Bayfield County just west of Drummond, Wisconsin and is used during the summer for special courses in Botany, Zoology, Art, Outdoor Education and Recreation.

Courses at Pigeon Lake Camp carry Stout residence credit and work is offered on both the undergraduate and graduate levels. Information on the summer schedule may be obtained by writing to: Board of Regents, State Colleges, Madison 2, Wisconsin, or Director of Summer Session, Stout State College.

## BUILDINGS AND GROUNDS

Seven large, thoroughly equipped buildings (Harvey Hall, Bowman Hall, the Physical Education Building, Ray Hall, Fryklund Hall, the Memorial Student Center and the Pierce Library) comprise the central plant. In addition, there are four residence halls, eighty-seven small houses for veterans, and two home management houses. The grounds include spacious lawns for the women's dormitories and housing units, a practice field, tennis courts and the Burton E. Nelson Athletic Field.

## THE LIBRARY

The Robert L. Pierce library houses 70,000 volumes and seats 250 readers. It has an audio-visual room, seminar rooms, and space for displays. The library provides a wide range of reference material, particularly on home economics and industrial and vocational education. It is also rich in the fields of art, the social and natural sciences, mathematics, engineering, manufacturing, and industry. A large number of books and magazines for purely cultural reading is provided.



## LABORATORIES AND EQUIPMENT

The shops for the teaching of industrial subjects are all well-equipped and modern. Ray Hall is devoted exclusively to shops containing complete equipment for elementary and advanced classes in carpentry, cabinet making, general woodwork, painting and finishing, architectural and machine drafting. All types of visual education equipment are provided. Bowman Hall contains shops completely equipped for work in printing and visual aids. A physics laboratory and shops for student teaching are housed here. This building also contains lecture rooms for courses in arts and science. The tower of this hall contains the college carillon. Fryklund Hall is new and contains all metalworking shops, electrical laboratories, as well as class rooms and the music department.

The home economics laboratories in Harvey Hall have recently been extensively remodeled and re-equipped. This modernization program includes the laboratories used for art and home furnishings, child development, food and nutrition, home management, clothing and textiles, home economics education and the sciences. Adequate lighting and modern furnishings and equipment make for effective instruction in pleasant and comfortable surroundings. Stout State College home economics laboratories because of their unique nature and functional arrangement, have attracted hundreds of visitors from the United States and many other countries.

## AUDITORIUM

One of the wings of Harvey Hall houses a large modern auditorium with a seating capacity of 800. At least once every two weeks an attractive program of an educational or entertainment nature is presented by nationally-known speakers or performers. The large stage makes possible the appearance of orchestral and choral groups and provides excellent facilities for dramatic offerings.

## HOME MANAGEMENT HOUSES

Two thoroughly modern and fully equipped home management houses provide all conveniences and accommodations desired in buildings of this type. Each house contains living room, kitchen, laundry, and the director's living quarters in addition to comfortable, well-lighted student rooms.

## RESIDENCE HALLS

Two residence halls are provided for women, Bertha Tainter Hall and Eichelberger Hall. These residence halls are located on spacious grounds overlooking Lake Menomin. The reception rooms and student living quarters are all comfortably and attractively furnished. The dining room located



in Tainter Hall serves carefully planned meals. The charge for meals is maintained at as low a rate as possible under the prevailing price structure. Laundry facilities are available at a minimum charge to students living in these dormitories.

The new men's dormitory is located near Tainter Hall on Broadway. Students' living quarters and reception rooms of this modern structure are all comfortably and attractively furnished. Another new men's dormitory will be ready for occupancy the fall of 1962.

All nonresident freshmen and transfer students are required to live in the college residence halls. All sophomore students under twenty-five years of age are also expected to live in the residence halls, when such accommodations are available.

Rooms are available on the Sunday immediately preceding registration day in the fall. All rooms are assigned for the entire academic year. Each room is furnished with single beds and innerspring mattresses, pillows, dresser, study table, chairs, study lamp, and book case. Sheets, pillow cases, and one blanket are supplied for each bed. Additional bed coverings, such as extra blankets, must be supplied by the student. Students are requested not to bring additional furniture, particularly floor lamps. Radios are permitted in the rooms, provided the students comply with the regulations for radios. There is a radio for general use in each lounge.

Accommodations for men and women students not living in the dormitories may be procured in the city.

#### THE TEA ROOM

The Stout Tea Room in Bertha Tainter Hall is used chiefly as a laboratory for classes in applied institution management. Attractive, well-balanced, inexpensive meals are served. The Tea Room is open to students, faculty, and their friends.

#### THE MEMORIAL STUDENT CENTER

The new two-story student center provides varied recreational facilities. On the first floor is a snack area, game room, hobby room, reading and television viewing areas, and space for a checkroom and for equipment maintenance. A large area on the second floor of the building is equipped to serve both as a ballroom and meeting place for large gatherings. In addition, conference rooms, office space, and lounges are provided.

#### Special Statement Concerning Automobiles

Students should not bring their automobiles to the college campus for regular use. Married students and commuters are exempted. The added ex-

pense involved in operation, the absence of convenient parking facilities, and the hazards of the automobile form the basis for this recommendation. A student owning an automobile would have difficulty obtaining a student loan.

If students must operate automobiles, however, certain regulations must be observed.

1. The automobile must be registered in the Office of the Dean of Men. Students who operate an automobile for more than two weeks and who fail to register the vehicle may be suspended from college.
2. Possession of a driver's license, coverage by liability insurance, approval of the automobile for mechanical safety when inspection is requested, and parental consent for students who are minors form other basic requirements for automobile operation.

### College Attendance and Military Obligations

Menomonie maintains a unit of the Wisconsin National Guard, with headquarters in the armory located just off the campus of Stout State College. Many students attending Stout belong to this unit.

It is possible for a man who joins a national guard unit before he is 18½ years old, and who then attends that unit's weekly drills, to be exempt from the selective service. A high school pupil can join any local guard unit, transfer to Stout upon completion of high school, and by drilling with the Menomonie unit still maintain the military status which he had while at home.

Students who belong to another guard unit within Wisconsin can continue their drill in Menomonie while attending Stout. Persons in national guard units in other states can make a somewhat similar arrangement. All of the aforementioned persons will be permitted, under written regulations to complete their college education.

Not only can a man fulfill his military obligations in this way, but his unit's weekly drill periods make it possible for him to earn an average of at least \$12.00 per month.

## ACADEMIC INFORMATION

### Registration Periods

Registration of students for all schools and departments occurs at the beginning of the first semester in September, at the beginning of the second semester in January, and at the beginning of the summer session in June. Registration for technical courses offered in the School of Industrial Education may also occur at the beginning of the second and fourth nine-week periods of the college year. The college calendar near the beginning of this bulletin indicates the dates for these registration periods.

### Admission Procedures

Application for admission forms may be received from the Dean of Student Affairs. These forms should be filed with the Registrar as early as possible before the intended date of enrollment. High school seniors who plan to enroll are encouraged to file application for admission forms during their last semester of high school attendance. These forms include a health examination form and a housing form, as well as the application for admission itself, which contains a certified record of high school work and a recommendation by the high school principal. When students apply for admission before high school graduation, a separate form containing the last semester's record is obtained from the high school after graduation. It is recommended that all applicants for admission participate in the American College Testing (ACT) program. The results of these tests are of great value to the individual, the high school, and the college in the development of appropriate educational and vocational goals. The ACT program provides scores in English, mathematics, natural science, and social science. A Composite score is also provided.

### Entrance Requirements

Students admitted to Stout consist of three groups:

1. Those who have graduated from an approved high school with a satisfactory record.
2. Those who have submitted evidence of studies pursued successfully in another institution of higher learning.
3. Those who qualify as adult special students.

#### HIGH SCHOOL GRADUATES

Entrance requirements for high school graduates are as follows:

1. Graduation from a legally established public or private high school with 16 units of work. (A unit represents a norm of five class periods per week in one field of study for a school year of 36 weeks.)



2. Recommendation that the student be admitted by the principal of the high school.
3. Rank in upper three-fourths of the graduating class.
4. A minimum of nine units of credit from the following fields:
  - English (a minimum of three credits)
  - Speech
  - Foreign Language
  - Natural Science
  - History and Social Science
  - Mathematics
5. Students who do not meet the requirements outlined in Items 3 and 4 above may become eligible to be admitted to the fall semester by attending and establishing a satisfactory record in our summer session or by establishing a satisfactory score on the College Qualification Test. An appointment to take this test must be made with the Dean of Student Affairs.

#### TRANSFER STUDENTS

As Stout curricula require both breadth of academic and professional courses, and a heavy concentration in a highly specialized field, students who expect to graduate from the college are advised to enter during the freshman year. It is difficult for students to complete the requirements for graduation in four years if they transfer after the sophomore year. Those who attend Stout from the outset of college attendance attain a better balanced program.

If a student has attended any other institution of higher learning, a transcript of his record at that college should be filed with the Registrar at least a month prior to the opening of the session the student desires to enter. Such transcripts are in addition to the regular application for admission forms. College transcripts are required as an evidence of good standing even if the student earned no credit or if he desires no transfer of credit. Failure to declare previous college attendance may result in loss of credit and suspension.

Credits earned in accredited institutions of higher learning are accepted so far as they fit into the curriculum which the student selects at Stout. Credits which are to be used as electives must carry a grade of C or better. Correspondence credits, together with other extension credits, may not exceed one half the number of credits required for graduation. Special permission must be obtained by students from the dean of the school concerned before taking correspondence courses intended for transfer.

Students who are ineligible to return to a college last attended will not be considered for admission to a Wisconsin State College during the next regular semester following such ineligibility. Students desiring to transfer to the Wisconsin State Colleges from other colleges will have the same status relative to admission and retention as in the college last attended.



## ADULT SPECIAL STUDENTS

Adults over the age of 21 may be admitted even though they have not completed high school, if scholastic success and appropriateness of the offerings of the college are indicated by tests and interviews conducted at the college. Those who expect to enter as adult specials should arrange with the Dean of Student Affairs for such testing and interviewing well in advance of the term for which entrance is desired.

## VETERANS

Veterans may belong in any one of the three groups described above. Special provisions are made for admitting veterans of the U.S. armed forces. Curriculum adjustments provide modified programs to meet individual needs. Credit for educational experience in the armed services is given according to the recommendation of the guide compiled by the American Council on Education.

## GUIDANCE TESTS REQUIRED

A testing program designed to assist students and their counselors in educational, vocational, and personal planning is required of all freshman and transfer students. Some of these tests are given during orientation week of the first semester. A two dollar fee will be charged those who take the examination at other than the scheduled times.

## Records of Students

Applications for admission and scholarships, as well as a permanent record of all courses for which a student enrolls, are kept in the Registrar's Office. Other personnel records, including guidance test results, are maintained in the Student Personnel Office. Students are invited to check from time to time with these offices so that knowledge of these records may be used in programing and other planning.

## Scholarship Standards

Credit for work done at the college is expressed in semester hours. A credit of one semester hour represents the satisfactory completion of the work of one recitation a week for a period of one semester. A course having five recitations a week will, therefore, give five semester hours of credit (Two hours of laboratory work will count as one credit hour.)

In order to receive a degree, the student not only must gain the required number of credits in the course which he is pursuing, but also must attain a

certain standard of scholarship. This standard is fixed by grade points as credits. Grade points are apportioned as follows:

- A 4 grade points per semester hour credit—Excellent
- B 3 grade points per semester hour credit—Good
- C 2 grade points per semester hour credit—Average
- D 1 grade point per semester hour credit—Poor
- F 0 grade point per semester hour credit—Failure

Inc. (incompletes) are given only in cases in which the absence incurred has been due to situations over which neither the student nor the teacher has any control. To secure an incomplete, a student must have a passing grade in the course at the time of withdrawal. A failure will be recorded if the incomplete is not removed within one calendar year.

All program changes must be approved by the dean of the school. The grade WD will be recorded for courses from which a student is permitted to withdraw within the first two weeks of a quarter course and within the first four weeks of a semester course. The grade WP will be recorded if withdrawal occurs after the above stated periods and the student is passing at the time he secures permission to drop the course. The grade WF will be recorded if the student is failing at the time of withdrawal.

### Student Programs

No student may enroll for a program of less than 12 semester hours nor for more than 17 semester hours except with permission of the dean of the school. Inasmuch as correspondence courses, extension courses and vocational courses require additional preparation and attendance, enrollment in such courses must be included in the student program. Permission must therefore be obtained from the dean of the appropriate school before enrolling in such courses. Whenever a person has a year and a vacation period to complete the correspondence course, it is not counted as a part of the semester load.

### Attendance Regulations

Any student who is too ill to attend classes should report at once to the school nurse. Students living in Menomonie shall have their parents or guardian notify the school nurse. Cases of severe illness or other serious situations that will enforce prolonged absence should be reported to the Dean of Women or to the Dean of Men.

1. For each unexcused absence in excess of two per class per semester one negative grade point will be recorded.
2. The day before and the day following a vacation are "no-cut-days"  
One negative grade point will be recorded for each unexcused absence from a class on a "no-cut-day."

3. All excuses will be issued by the Dean of Men or the Dean of Women.
4. Students are held responsible for all class work. Make-up will be permitted for excused absences.

### Requirements for Graduation

The graduation requirements in the School of Home Economics are one hundred and twenty-eight semester hours and two hundred and fifty-six grade points. The graduation requirements for the School of Industrial Education are one hundred and thirty semester hours of credit and two hundred and sixty grade points. The normal time required for the completion of these requirements is four years and results in the awarding of the Bachelor of Science degree. Meeting the requirements for graduation is a responsibility of the student.

Students graduating with a major in Dietetics meet the requirements set up by the American Dietetic Association.

The minimum residence requirement is thirty-two semester hours and sixty-four grade points to be earned in at least thirty-six weeks of attendance at Stout State College. The last year of credit must be earned in residence at Stout State College. Candidates for degrees are required to attend the Commencement Exercises.

Registration with the Placement Office is a requirement for graduation.

### Honors

In each graduating class, the selection of students for high distinction and distinction is based upon scholarship, personality, promise of success, social attitudes and accomplishments, and value to the school. The high distinction group is not more than 5% of each of the graduating groups, and the distinction group not more than 10%. These honors are indicated on the commencement program and are made a part of the student's permanent record.

## FINANCIAL INFORMATION

### FEES

*Since the catalog must be prepared far in advance, all fees, room and food rates, and other charges are subject to change without notice in this catalog.* Fees are payable registration day at the beginning of each semester and summer session. The fee receipt is to be retained by the student. Students are not admitted to classes without this receipt.

#### Fees for One Semester

Incidental Fee -----	\$75.00
Student Activity Fee (including membership in Student Union) ----	24.00
Textbook Rental Fee -----	6.00

### TUITION

There is no tuition charge for residents of Wisconsin. The tuition for nonresidents is \$95.00 per semester. A nonresident is defined as any student who has not been a resident of the state for one year preceeding his first admission to Stout State College.

#### STUDENT ACTIVITY FEE

All students are members of the Stout Student Association. The student per week was \$189.00. Rates off-campus vary, some being even lower than those indicated above.

activity fee entitles every student of the college to admission to all athletic events, to all concerts given by the student musical organization, to productions by the dramatic organization, to lyceum and assembly programs sponsored by the college, and to all student dances given under the auspices of the student association. The fee also covers the cost of subscription to The Stoutonia, the student weekly newspaper; The Tower, the college annual; class membership; and membership in the Student Center. The activity fee also includes a student health fee which provides minor dispensary service and physical examinations.

#### TEXTBOOK FEE

Textbooks are supplied to undergraduate students on a rental basis at the rate of \$6.00 per semester.

#### ROOM AND FOOD COSTS

The current rate for room rent in the residence halls is from \$88.00 to \$120.00 per semester depending upon the type of room provided. Food in the dormitory dining room is provided at as low a rate as possible under prevailing prices. The rate for the first semester of 1961-62 for twenty meals per week was \$189.00. Rates off-campus vary, some being even lower than those indicated above.



## LABORATORY AND SHOP COSTS

In general, all materials for laboratories and shops are furnished. However, in a few courses the student furnishes material for a project which is to be his own personal property when completed.

## PART-TIME STUDENTS

All resident students taking courses aggregating eight or fewer semester hours of credit shall be classified as part-time students. Those students taking courses aggregating fewer than eight hours of credit shall pay an incidental fee of \$7.50 per credit (resident student) or \$16.00 per credit (nonresident student) except that the total charge shall not exceed \$45.00 for resident students or \$100.00 for nonresident students. The textbook fee for part-time students is \$.50 per hour of credit. The student activity fee, which includes membership in the Student Center, is \$20.00.

## SPECIAL FEES

Diploma Fee .....	\$7.50
Special Examination Fee (taken in special cases only) .....	2.00
Commencement regalia rental based on cost.	

## Refunds

Withdrawal during first and second weeks	80%
Withdrawal during third week	60%
Withdrawal during fourth week	40%
Withdrawal during fifth week	20%
Over five weeks	No refund

Students boarding in the dormitories are entitled to a refund of whatever amount has been advanced for board beyond the date when notice of withdrawal is received.

Refund for advance payment of room rent in the dormitories is allowed from the date when the room is again rented. Effort is made to get an occupant at the earliest date possible.

## FINANCIAL AIDS FOR STUDENTS

Financial aids are provided to assist students who might otherwise find college attendance difficult or impossible. These aids include scholarships, grants-in-aid, loans, and part-time employment. The type and amount of aid are determined by the student's financial need, scholastic promise, health, vocational goal, special talent, character, and personality.

## Applications Required

To obtain financial assistance, new students must submit both application for admission and application for financial aid forms. Students who have matriculated previously file only the application for financial aid form. These forms may be obtained from the Student Personnel Office. A brief description of each type of assistance follows.

## SCHOLARSHIPS AND GRANTS-IN-AID

### LEGISLATIVE SCHOLARSHIPS

One type of scholarship authorized by Wisconsin Statutes is granted automatically to high school graduates of public or private schools. Eligible are those who ranked first in scholarship in Wisconsin high schools enrolling fewer than 250 students, who ranked first and second in scholarship in Wisconsin high schools enrolling 250 to 750 students, and who ranked first, second, and third in scholarship in Wisconsin high schools enrolling 750 or more students. In case the person or persons eligible for scholarships under these conditions do not elect to enroll at a Wisconsin State College, the scholarship may be granted to graduates who were next highest in scholastic rank. These scholarships are in the form of incidental fee exemption for each semester of the freshman year (\$75.00 per semester). To qualify for the second semester's grant the student must maintain at least a C average during the first semester of attendance.

### OTHER LEGISLATIVE SCHOLARSHIPS

Wisconsin Statutes also provide that scholarships in the form of incidental fee exemption (\$75.00 per semester during the freshman year) may be granted to other graduates of Wisconsin public or private schools who have good scholastic promise, financial need, and leadership ability. The number of these scholarships is limited to fifteen per cent of the previous year's total freshman enrollment.

### ALUMNI SCHOLARSHIPS

Each year the Stout Alumni Association awards a few scholarships which have approximately the same value as the legislative scholarships. Prospective students who wish to apply for these alumni grants are invited to contact any alumnus or write to the Secretary of the Stout Alumni Association, Stout State College, Menomonie, Wisconsin.

## MENOMONIE SCHOLARSHIP DONORS

Each of the following organizations, business firms or individuals from the city of Menomonie provides a scholarship of \$100.00 to a freshman who is recommended by the scholarship committee.

Bank of Menomonie	Jones Menomonie Pharmacy
Lions Club	Menomonie Clinic
Rotary Club	Clare Talen
Menomonie Brick Company	McClellan's Shop
Badger State Yard	Red Cedar Clinic
First National Bank	Robert L. Pierce
Lee's Drug Store	Alex Kostas
Ole Madsen, Jeweler	Henry R. Petryk
Stout Faculty Wives	

## LEONARD M. HOVLID FUND

This fund was established through the legacy of Leonard M. Hovlid, a 1916 graduate of Stout State College. Financial assistance is available to deserving students, either as direct grants or for the matching of loans from other sources.

## ELGIN-EYOTA BANK SCHOLARSHIPS

The Elgin State Bank, Elgin, Minnesota, provides a \$300.00 scholarship to a worthy graduate of Elgin High School (District 806). Any boy or girl graduate is eligible to apply to the superintendent of Elgin High School. That application will then be acted upon by a committee composed of high school faculty members and a representative of the Elgin State Bank.

The Farmers State Bank, Eyota, Minnesota provides a \$300.00 scholarship to a worthy graduate of Dover-Eyota High School (District 533). Any boy or girl graduate is eligible to apply to the Superintendent of Dover-Eyota High School. That application will then be acted upon by the committee composed of high school faculty members and a representative of the Farmers State Bank.

## MARY J. EICHELBERGER SCHOLARSHIPS

Several scholarships of indeterminate amount, depending on the financial needs of the applicant, are awarded each year from the income of the Mary J. Eichelberger fund. These grants are usually limited to freshmen.

## THE GEORGE WILSON LAPOINTE, JR. MEMORIAL SCHOLARSHIP

This fund was created by friends of the late George Wilson LaPointe, Jr., nationally known lumberman. The income from the fund is used as a scholarship awarded from time to time to a deserving and worthy student. Where possible, preference is given to a man whose technical concentration is in the field of woodworking.



## AUTOMOBILE MANUFACTURERS ASSOCIATION AWARD

The Automobile Manufacturers Association awards a scholarship in the amount of \$2,500.00 to a freshman who will major in Automotive Mechanics. This scholarship is to be paid on a semester hour basis. The student is selected through personal interviews and tests on the basis of scholastic record, ability, occupational interest and need.

## AMERICAN FEDERATION OF LABOR SCHOLARSHIP

The Wisconsin State Council of the United Brotherhood of Carpenters and Joiners of America, A. F. of L., annually selects a graduate apprentice for a one-year scholarship. This scholarship covers the basic expenses for the student, enabling him to attend Stout for one year. The student is selected through competitive examinations and takes a special program of work.

## THE DUNN COUNTY HOME DEMONSTRATION COUNCIL SCHOLARSHIP

The Dunn County Home Demonstration Council awards \$100.00 annually to a Dunn County girl with an outstanding high school record who plans to study home economics at Stout.

## THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN SCHOLARSHIP

The Menomonie Branch of the A. A. U. W. annually awards a scholarship in the amount of \$50.00 to a sophomore, junior or senior woman student. Applications are invited during the freshman year of attendance.

## THE DORA RUDE AWARD FUND

This fund was created as a perpetual living memorial to the late Dora M. Rude, supervisor of Home Economics, State Board of Vocational and Adult Education, Madison, Wisconsin.

Junior home economics education students are eligible. Wisconsin residence and a minimum grade point average of 2.5 are required. Application is made by written letter to the Dean of the School of Home Economics.

## THE CATHERINE SKEELS SCHOLARSHIP FUND

The scholarship of \$60.00 a year is awarded to a junior home economics student from Eau Claire, Wisconsin. The award is given in recognition of outstanding qualifications of the student and her accomplishments in her chosen field.

The award perpetuates the memory of Catherine Skeels. Application is made by written letter to the Dean of the School of Home Economics.

## THE GISHOLT JOHN A. JOHNSON FOUNDATION SCHOLARSHIPS

The Gisholt John A. Johnson Foundation of Madison, Wisconsin provides \$500.00 designated for scholarships and loans to men specializing in metalworking. Recipients are selected on the basis of superior scholarship and personal qualifications.



## COLLEGE ORGANIZATIONS' SCHOLARSHIPS

The following campus organizations each gives an annual award to an outstanding student. These awards are given in the spring at Honors Day to students then in residence.

Alpha Phi  
Alpha Psi Omega  
Alpha Sigma Alpha  
Delta Zeta  
Dietetics Club  
Epsilon Pi Tau

Phi Sigma Epsilon  
Phi Upsilon Omicron  
Sigma Sigma Sigma  
Sigma Tau Gamma  
Stout Radio-Electronics Club

## PHI OMEGA BETA SCHOLARSHIP

The Phi Omega Beta fraternity provides one or more grants-in-aid, for an amount equal to that of a legislative scholarship, to freshman athletes with scholastic qualifications.

## YATES-AMERICAN SCHOLARSHIP

The Yates-American Machinery Company, Beloit, Wisconsin, awards a scholarship yearly in the amount of \$145.00 to a junior or senior student who is a woodworking major. Those who are eligible to apply for this grant will receive information at one of the scheduled adviser-advisee meetings.

## FOREIGN STUDENTS

A limited number of scholarships consisting of tuition and fee exemptions is available to foreign students.

## AMERICAN INDIAN STUDENT SCHOLARSHIP

The State Department of Public Instruction and the Bureau of Indian Affairs, Department of the Interior, cooperates with Stout State College in providing scholarships to American Indians who are high school graduates and who have scholastic promise and financial need. The amount of these scholarships is determined by the extent of financial need. Sometimes these grants include board and room.

## STUDENT LOANS

## STATE OF WISCONSIN LOANS

The State of Wisconsin makes loans to assist needy resident students to attend state educational institutions of college rank. The amount of such loans is not to exceed \$440 a year for fees and partial maintenance purposes. Application for such a loan may be filed after the fourth week of college attendance. These loans are non-interest bearing during the period in which the student is in college residence, including intermediate regular vacation per-

iods. They bear interest at four per cent from the date of last attendance and mature two years subsequent to the date of last attendance. Applications may be secured at the Student Personnel Office.

#### NATIONAL DEFENSE LOANS

The National Defense Student Loan Program, nation-wide in scope, provides loans to needy students with special scholarship provisions for student borrowers who later enter public secondary and elementary teaching. Interest starts to accrue at three per cent, one year after the borrower ceases to be a full-time college student. Loans must be repaid within a period of ten years after leaving college.

Applications may be secured at the Student Personnel Office.

#### THE EICHELBERGER LOAN FUND

This fund was established through a legacy from Mrs. Mary J. Eichelberger of Horicon, Wisconsin. Loans from this fund may be made after one year of attendance. These loans are available without regard to residence.

#### THE FRED A. FISCHER LOAN FUND

The parents and friends of Fred Fischer, a Stout alumnus who died in service in 1952, have created a student loan fund.

#### EMERGENCY LOAN FUND

Emergency loans are provided through the Stout Student Association for students who need small sums for immediate use. Applications are made in the S.S.A. Office.

#### THE HANDY FUND

A substantial gift of money from Robert J. Handy, a parent of a recent Stout graduate, has been designated as an emergency fund to assist students who experience financial distress in meeting essential needs. Records will be kept of the assistance given and the recipients will be invited to restore the amount received when they find themselves financially able to do so. Students who need this type of aid are invited to inquire about it at the Student Personnel Office.

#### OTHER LOANS

Students frequently obtain loans from sources outside the college. For instance, the P.E.O. Sisterhood grants loans not to exceed \$500.00 at a minimum rate of interest. Upperclasswomen are eligible. Women who need such aid should contact the Dean of Women.

#### PART-TIME EMPLOYMENT

Many students receive part-time employment on the campus in such places as the cafeteria, library, building maintenance department, student

center, printshop, offices needing clerical assistants, and dormitories. Other students are assisted in finding off-campus jobs. Although the professed demand for employment usually exceeds the supply of jobs, those who aggressively and earnestly seek work are usually able to find part-time employment. The Dean of Men directs this service for students.

## STUDENT PERSONNEL SERVICES

A major aim of Stout State College is to assist students in making maximum progress toward suitable, achievable, and satisfying educational, vocational, personal, and social goals. To facilitate the accomplishment of this aim, the non-instructional and non-business areas of the college administration are organized into a program of Student Personnel Services.

These services include selection and retention of students, orientation of new students, personalized registration, counseling, testing, health services, housing, food services, personnel records, co-curricular activities, financial aid (including part-time employment), remediation of scholastic deficiencies, stimulation of student religious activities, research, placement and follow-up. The personnel program seeks to supplement the instructional offerings by providing both group and individual experience which focus attention on self-understanding, personal growth, and wholesome citizenship in a democratic setting. Every possible effort is made to foster a friendly democratic atmosphere in all personnel work so that personal integrity and group morale will be preserved.

### Freshman Week

A major portion of the opening week of each school year is devoted to orientation activities for students who enter the college for the first time. During this period, these students follow a schedule which acquaints them with the college campus and its buildings, the city of Menomonie, their fellow students and faculty members, their class schedules, the church of their choice, and the customs and aims of Stout State College. Among the happiest and most worthwhile phases of Freshman Week are the contacts that new students make with each other and with the upperclassmen and the staff members. Students who enter wholeheartedly into this program will find themselves ready to begin effective and happy participation in college life. A testing program is also included during Freshman Week so that the counselors may assist these students more effectively.

### Advisers

The foundation of the student personnel work is laid in the day-to-day contacts between teachers and students. The Deans of the Schools of Home Economics and Industrial Education also provide a great number of personnel services. They administer the programming of students and do much of the education counseling involved in such planning. The deans are assisted by faculty advisers.

At entrance, each girl is assigned to a faculty member who serves as her adviser during her stay at the college. The adviser assists the student with



the preparation of a program of studies prior to each registration period, as well as with other problems. Referrals are made to the Dean of the School of Home Economics, or to the Counseling Center, if the student and the adviser so decide.

Men students are assigned to freshman advisers for the first year of college. At the beginning of the sophomore year, or as soon as the students have selected their areas of concentration, they are assigned to faculty advisers in the field of their major interest. All advisers assist their advisees with programming prior to each registration period. Referrals are made to the Dean of the School of Industrial Education or to the Counseling Center whenever the need for additional counseling develops.

### Counseling and Testing Center

A counseling and testing service is maintained in the Student Personnel Office for students who desire assistance with educational, vocational, and related matters. Students are invited to seek this service if they desire to improve their self-understanding, to examine their cumulative records, to increase their scholastic effectiveness, to study the appropriateness of their educational and vocational goals, or to obtain help with other matters. Aptitude, achievement, interest, and personality tests are administered to students without charge if students seek and need such service.

### Social Life

The Dean of Men and the Dean of Women cooperate with the Student Senate and the Stout Student Association officers in planning and administering the social program of the college. Students who desire assistance in regard to housing, social adjustment, participation in activities, orientation to college customs and regulations, and similar matters are invited to seek the help of these deans.

### Financial Aid

The Dean of Men maintains an employment service for students who seek part-time employment. All applications for on-campus employment are processed by him and he also maintains contact with off-campus employers of students. Loans to students are processed from his office. Students who need funds for emergency purposes should also consult him.

### Veteran's Service

Special assistance is given veterans by the Dean of the School of Industrial Education and by the Registrar. These offices provide veterans with current information on veterans' affairs and maintain liason between the Veteran's Administration and the college.

## Foreign Student Advisement Program

Students from foreign countries attend our college in substantial numbers. As a majority of these students are men, the Dean of the School of Industrial Education, and a faculty adviser appointed by him, assume much of the responsibility for the administration, orientation, and general supervision of foreign students' programs. Other faculty members assume responsibility for the social program for foreign students, for the administration of appropriate language tests, and for housing. The International Relations Club provides an opportunity for foreign students to contribute to cultural exchange opportunities and become well acquainted with students. Menomonic organizations, as well as groups in neighboring communities invite foreign students to appear before their membership and to be guests in the homes of members.

## Placement

During the senior year, all students complete records for use by the Placement Chairman. The placement office is maintained to serve seniors, graduates, and employers. This service is dependent upon the cooperation of the graduates in maintaining up-to-date credentials. Due to its national reputation in home economics and industrial arts, coupled with the critical shortage of professional personnel in most of the areas for which curricula are offered, Stout State College has maintained an enviable placement record. The Placement Chairman brings to the attention of properly qualified seniors and graduates, vacancies which employers report, realistic information regarding trends in supply and demand, and data about salaries and conditions of employment.

## STUDENT ACTIVITIES

Stout State College offers a wide range of student activities. The college encourages all students to participate in campus organizations, for these contribute to better citizenship and to a more satisfying personal, family, and social life.

All students are members of the Stout Student Association. Within this organization there is a strong student government, which consists of three parts: (1) Four executive officers, elected by the student body; (2) The Student Senate, a policy-making group consisting of fifteen students and three faculty members; and (3) A student court to handle disciplinary problems.

### The Memorial Student Center

The Board of Governors of the Memorial Student Center has general supervision of the center, is concerned with policy-making, and cooperates in the development of activities at the center.

The Board is composed of representatives of the four undergraduate classes, the graduate division, the Interfraternity Council, Panhellenic Council and the Student Senate. The Dean of Men and Dean of Women are also members. Ex-officio members include the President of the S.S.A., and the Manager of the Student Center.

### Publications

*The Stoutonia*, the student weekly newspaper, ranks high among college newspapers. It offers opportunity for experience in printing as well as writing, photography, editing and advertising. *The Tower*, the college annual, is also a student product. Both publications are financed by S.S.A. funds. These publications are distributed to all students, as members of the S.S.A.

### Athletics

Intercollegiate athletics are under the direction of the faculty committee on athletics. Stout State College is a member of the Wisconsin State College Athletic Conference and is subject to the rules of this conference. The College is a member of the National Association of Intercollegiate Athletics and is committed to the enforcement of their rules and regulations. The College is represented by intercollegiate teams in football, basketball, baseball, golf, tennis and wrestling.

The athletic program at Stout State College exists because of the contributions it makes to the total educational program. For the participant it provides general educational values and constitutes a laboratory for the prep-

aration of future high school athletic coaches.

The "S" Club is a campus organization for men who have earned letters in intercollegiate sports.

## Recreation and Sports

A varied program in intramural sports is offered for the men. The Women's Recreation Association sponsors a similar program for women. The Rifle Club, the Ski Club and the Bowhunters Club offer opportunities for all students who are interested in other active sports.

## Dramatics

The Manual Arts Players of Alpha Psi Omega, a national dramatic fraternity, offers several plays each year. Membership includes those who participate in the backstage production as well as in acting.

## Music

The Stout Symphonic Singers, a combined choral and instrumental concert group, has attained recognition through its concerts in many states. The Glee Clubs, Band, and Orchestra also add greatly to the musical opportunities of the school. Several concerts are presented each year.

## Service

Alpha Phi Omega is a national service fraternity for men who are interested in scouting. This organization is active in both campus and community affairs.

## Honorary Organizations

Epsilon Pi Tau, national honorary scholastic fraternity in industrial arts education and vocational education, is represented on the Stout Campus by Theta Chapter. Tau Chapter of Phi Upsilon Omicron, national honorary scholastic fraternity in home economics is made up of women who have achieved distinction in scholarship and leadership.

## Professional and Educational Clubs

The Home Economics Club, affiliated with the American Home Economics Association, sponsors several all-school projects. The Stout Typographical Society is an organization of men who are interested in printing. The Dietetic Club, Arts and Crafts, and Radio Club offer educational and recreational opportunities for those with special interest.



## Social Fraternities and Sororities

There are four sororities and five fraternities on the Stout campus. Some of them are national and some local. These organizations contribute to the social life and experiences of their members and of the college as a whole. The Panhellenic Council and the Interfraternity Council coordinate the activities of these organizations.

## Religious Organizations

Student groups from the various churches in Menomonie are organized and carry on active programs in their respective churches. They are the Congo Club (Congregational), the Newman Club (Catholic), the Lutheran Student Association, the Wesley Foundation (Methodist), Gamma Delta (Lutheran), and the Canterbury Club (Episcopal).

The Inter-religious Council consists of three representatives from each of the above groups. Its aims are to stimulate student religious development, coordinate student religious activities, and promote an understanding among clergymen, faculty members, students, and parents of the relationship that should exist between higher education and religion in a democratic society. It is the policy of the college to respect the religious preferences of all students and yet to prevent conflict with the principles of separation of church and state, and of academic freedom. Encouragement, not sponsorship, is the essence of the program.

In addition to these organizations, there is an interdenominational student organization, the Stout Christian Fellowship, on the campus. Another organization for girls, the Y.W.C.A., sponsors many campus activities such as the Mother-Daughter Banquet and the Big-Little Sister program.

## SUMMER SESSION

The 57th and the 58th summer sessions of Stout State College will be held during the summers of 1962 and 1963. The summer sessions open two weeks after the close of the second semester in June.

The regular summer session is eight weeks in length. This enables a graduate student to fulfill requirements for a Master of Science degree in four summer sessions. The summer session bulletin issued in April gives full information on courses and schedule.

Summer session classes are designed to meet the needs of various groups of people. Former students and graduates have an excellent opportunity for taking advanced work. Both graduate and undergraduate work will be offered. Supervisors and teachers of industrial education or home economics can strengthen their work in techniques or in the field of education. All persons interested in specific studies related to work in industrial or homemaking courses will find much of interest in the summer session schedule. The Wisconsin State Board of Vocational and Adult Education through the use of federal teacher training funds is cooperating with Stout State College in the preparation of teachers for schools of vocational and adult education. The summer session schedule carries an excellent range of courses required for vocational classification.

Special lectures and conferences are included in the summer session program. It has been the policy of the college to secure special speakers particularly well qualified to handle the larger social problems of the present time. Special emphasis is given to the relationships and responsibilities which home economics and industrial education teachers have in the solution of these problems.

Credit granted for courses taken during the summer session will apply on course requirements where such courses are in the curriculum leading to the degree. The time assigned to summer session courses is increased in sufficient amounts to permit students to carry the courses for the same credit as in the regular session.

The April issue of the Stout State College Bulletin is the annual summer session bulletin. This contains general information on the summer session, description of courses, and the summer session class schedule including both undergraduate and graduate work. It will be sent on request.

## COURSES OF STUDY

## HOME ECONOMICS

The field of Home Economics is concerned with problems of home and family life, and its studies are based upon an understanding of the natural and social sciences and the humanities. The offerings in the School of Home Economics are planned to meet the student needs in family and community living and to offer a worthwhile training in the many professional fields open in home economics. Graduates of this college are prepared to fill positions in the teaching field, hospital dietetics, institution management, commercial demonstration work, agriculture extension service, and a wide range of home economics positions in business.

Curricula in the School of Home Economics meet the requirements for the degree of Bachelor of Science with a major in Home Economics Education or Home Economics. They also permit the meeting of requirements for teachers' licenses, vocational certification, or requirements of the American Dietetic Association and the American Restaurant Association. Students may specialize in Home Economics Education or Home Economics which has concentrations in dietetics, institution management, clothing and textiles or a general program planned individually for students interested in other areas of home economics.

## CURRICULA IN HOME ECONOMICS

## General Requirements

Completion of one hundred twenty-eight semester hours including a minimum of:

- (1) Major—Forty semester hours in Home Economics. Art 106 and Art 334 may be included.
- (2) Minors—one minor of twenty-two semester hours or two minors of fifteen semester hours each. These are outlined on page 87 of this bulletin.

## HOME ECONOMICS EDUCATION

## FIRST YEAR

	Sem.	Hrs.
Art 106—Fundamentals of Design .....	3	
Education 123—General Psychology .....	3	
English 102a—English Composition .....	3	

English 102b—English Composition .....	3
Home Economics 100—Orientation .....	0
Home Economics 102—Fundamentals of Clothing .....	3
Home Economics 114—Food Preparation .....	5
Home Economics 220—Clothing Selection .....	2
Physical Education 128a—Physical Education .....	1
Physical Education 128b—Physical Education .....	1
Science 122—General Biology .....	3
Science 214—Physiology and Anatomy .....	3
Speech 106—Fundamentals of Speech .....	2

## SECOND YEAR

	Sem.	Hrs.
Art 334—Home Furnishing .....	3	
Education 222—Principles of Secondary Education .....	2	
Choose One:		
English 216—English Literature (3) .....		3
English 348—American Literature (3) .....		3
Home Economics 212—Family Nutrition .....	3	
Home Economics 218—Clothing .....	3	
Home Economics 315—Textiles .....	3	
Home Economics 318—Family Health and Home Nursing .....	2	
Physical Education 228a—Physical Education .....	1	
Physical Education 228b—Physical Education .....	1	
Science 125—Inorganic Chemistry .....	5	
Social Science 201—General Economics .....	3	
Electives .....	3	

## THIRD YEAR

	Sem.	Hrs.
Education 303—Educational Psychology .....	2	
Education 310—Introduction to Teaching Home Economics .....	2	
Education 401—Introduction to Guidance and Counseling .....	2	
English 346—Expository Writing .....	3	
Home Economics 308—Meal Management .....	3	
Home Economics 317—Consumer Information .....	3	
Home Economics 334—Personality Growth and Development of the Child .....	3	
Social Science 309—General Sociology .....	3	
Social Science 326—Marriage and the Family .....	2	
Electives .....	9	

## FOURTH YEAR

	Sem.	Hrs.
Education 402*—Principles of Vocational and Adult Education .....	2	



Education 408*—Student Teaching in Home Economics .....	8
Education 427*—Methods of Teaching .....	4
Education 441*—Education Evaluation .....	2
Home Economics 403—Home Management .....	4
Home Economics 424—Principles and Practices of Child Guidance .....	2
Science 442—Community Hygiene .....	2
Choose One:	
Social Science 407—History of the Americas (3) .....	
Social Science 410—Modern World (3) .....	3
Electives .....	5

\*Student teaching may be taken either semester of the senior year. In order that the student may be free to teach in an off-campus school during the second six weeks of the semester, the courses starred above must be taken concurrently, and no other courses scheduled for that semester. Application for Student Teaching must be made by the second semester of the third year. Candidates must have at least a 2.3 grade point average in order to qualify for student teaching.

### Vocational Homemaking Education

Women students who complete the Home Economics Education major meet the requirements of the Wisconsin State Board of Vocational and Adult Education for certification in vocational homemaking and are qualified to teach in rural vocational departments and city vocational schools.

For Further information see the Bulletin of the Wisconsin State Board of Vocational and Adult Education.

### HOME ECONOMICS—DIETETICS

#### FIRST YEAR

	Sem	Hrs.
Art 106—Fundamentals of Design .....		3
Education 123—General Psychology .....		3
English 102a—English Composition .....		3
English 102b—English Composition .....		3
Home Economics 100—Orientation .....		0
Home Economics 102—Fundamentals of Clothing .....		3
Home Economics 114—Food Preparation .....		5
Home Economics 220—Clothing Selection .....		2
Physical Education 128a—Physical Education .....		1
Physical Education 128b—Physical Education .....		1
Science 122—General Biology .....		3
Science 214—Physiology and Anatomy .....		2
Speech 106—Fundamentals of Speech .....		2

## SECOND YEAR

	Sem.	Hrs.
Choose One:		
English 216—English Literature (3)		
English 348—American Literature (3) -----	3	
Home Economics 212—Family Nutrition -----	3	
Home Economics 230—Food Preparation -----	3	
Home Economics 315—Textiles -----	3	
Physical Education 228a—Physical Education -----	1	
Physical Education 228b—Physical Education -----	1	
Science 125—Inorganic Chemistry -----	5	
Science 208—Organic Chemistry -----	4	
Science 306—General Bacteriology -----	3	
Social Science 201—General Economics -----	3	
Electives -----	3	

## THIRD YEAR

	Sem.	Hrs.
Education 303—Educational Psychology -----	2	
English 346—Expository Writing -----	3	
Home Economics 308—Meal Management -----	3	
Home Economics 328—Institution Administration -----	3	
Home Economics 334—Personality Growth and Development of the Child -----	3	
Science 322—Biochemistry -----	3	
Science 362—Advanced Physiology -----	3	
Social Science 309—General Sociology -----	3	
Social Science 326—Marriage and the Family -----	2	
Electives -----	7	

## FOURTH YEAR

	Sem.	Hrs.
Education 320—Methods of Teaching -----	2	
Education 430—Industrial Psychology -----	2	
Home Economics 310—Nutrition and Dietetics -----	3	
Home Economics 403—Home Management -----	4	
Home Economics 418—Diet in Disease -----	3	
Home Economics 438—Experimental Food -----	3	
Home Economics 441—Food Service Accounting -----	3	
Home Economics 452—Institution Food Preparation -----	3	
Home Economics 454—Institution Food Purchasing -----	2	

## HOME ECONOMICS — INSTITUTION MANAGEMENT

## FIRST YEAR

	Sem.	Hrs.
Art 106—Fundamentals of Design .....	3	
Education 123—General Psychology .....	3	
English 102a—English Composition .....	3	
English 102b—English Composition .....	3	
Home Economics 100—Orientation .....	0	
Home Economics 102—Fundamentals of Clothing .....	3	
Home Economics 114—Food Preparation .....	5	
Home Economics 220—Clothing Selection .....	2	
Physical Education 128a—Physical Education .....	1	
Physical Education 128b—Physical Education .....	1	
Science 122—General Biology .....	3	
Science 214—Physiology and Anatomy .....	3	
Speech 106—Fundamentals of Speech .....	2	

## SECOND YEAR

	Sem.	Hrs.
Choose One:		
English 216—English Literature (3)		
English 348—American Literature (3) .....	3	
Home Economics 212—Family Nutrition .....	3	
Home Economics 230—Food Preparation .....	3	
Home Economics 315—Textiles .....	3	
Physical Education 228a—Physical Education .....	1	
Physical Education 228b—Physical Education .....	1	
Science 125—Inorganic Chemistry .....	5	
Science 208—Organic Chemistry .....	4	
Science 306—General Bacteriology .....	3	
Social Science 201—General Economics .....	3	
Electives .....	3	

## THIRD YEAR

	Sem.	Hrs.
Education 303—Educational Psychology .....	2	
English 346—Expository Writing .....	3	
Home Economics 308—Meal Management .....	3	
Home Economics 317—Consumer Information .....	3	
Home Economics 328—Institution Administration .....	3	
Home Economics 334—Personality Growth and Development of the Child .....	3	
Social Science 309—General Sociology .....	3	
Social Science 326—Marriage and the Family .....	2	
Electives .....	10	

## FOURTH YEAR

	Sem.	Hrs.
Education 320—Methods of Teaching .....	2	
Education 430—Industrial Psychology .....	2	
Home Economics 403—Home Management .....	4	
Home Economics 438—Experimental Food .....	3	
Home Economics 441—Food Service Accounting .....	3	
Home Economics 452—Institution Food Preparation .....	3	
Home Economics 454—Institution Food Purchasing .....	2	

Choose one:

Home Economics 300—Applied Institution Management (3)

Home Economics 463—Institution Management Problems (3) ..... 3

(Note: Students who wish to qualify for internships in Dietetics or Institution Management and students who wish to qualify for apprenticeship training under the American Restaurant Association should follow the Dietetic curriculum.)

## HOME ECONOMICS — CLOTHING AND TEXTILES

## FIRST YEAR

	Sem.	Hrs.
Art 106—Fundamentals of Design .....	3	
Education 123—General Psychology .....	3	
English 102a—English Composition .....	3	
English 102b—English Composition .....	3	
Home Economics 100—Orientation .....	0	
Home Economics 102—Fundamentals of Clothing .....	3	
Home Economics 114—Food Preparation .....	5	
Home Economics 220—Clothing Selection .....	2	
Physical Education 128a—Physical Education .....	1	
Physical Education 128b—Physical Education .....	1	
Science 122—General Biology .....	3	
Science 214—Physiology and Anatomy .....	3	
Speech 106—Fundamentals of Speech .....	2	

## SECOND YEAR

	Sem.	Hrs.
Art 334—Home Furnishing .....	3	
Choose One:		
Education 216—English Literature (3)		
Education 348—American Literature (3) .....	3	
Home Economics 212—Family Nutrition .....	3	
Home Economics 218—Clothing .....	3	
Home Economics 315—Textiles .....	3	



Physical Education 228a—Physical Education .....	1
Physical Education 228b—Physical Education .....	1
Science 125—Inorganic Chemistry .....	5
Social Science 201—General Economics .....	3
Electives .....	7

## THIRD YEAR

Sem. Hrs.

Education 346—Expository Writing .....	3
Home Economics 308—Meal Management .....	3
Home Economics 317—Consumer Information .....	3
Home Economics 325—Principles of Merchandising .....	3
Home Economics 334—Personality Growth and Development of the Child .....	3
Home Economics 413—Flat Pattern Design .....	2
Home Economics 415—Economics of Family Clothing .....	3
Science 208—Organic Chemistry .....	4
Social Science 309—General Sociology .....	3
Social Science 326—Marriage and the Family .....	2
Electives .....	3

## FOURTH YEAR

Sem. Hrs.

Choose at least one:

Education 360—Audio-Visual Education (2)	
Education 430—Industrial Psychology (2)	
Education 479—Public Relations (2) .....	2
Home Economics 403—Home Management .....	4
Home Economics 471—History of Costume .....	3
Home Economics 473—Clothing and Textile Industry .....	3
Science 306—General Bacteriology .....	3
Choose one:	
Science 407—History of the Americas (3)	
Social Science 410—Modern World (3) .....	3
Electives .....	16

## HOME ECONOMICS — GENERAL

## FIRST YEAR

Sem. Hrs.

Art 106—Fundamentals of Design .....	3
Education 123—General Psychology .....	3
English 102a—English Composition .....	3
English 102b—English Composition .....	3
Home Economics 100—Orientation .....	0

Home Economics 102—Fundamentals of Clothing .....	3
Home Economics 114—Food Preparation .....	5
Home Economics 220—Clothing Selection .....	2
Physical Education 128a—Physical Education .....	1
Physical Education 128b—Physical Education .....	1
Science 122—General Biology .....	3
Science 214—Physiology and Anatomy .....	3
Speech 106—Fundamentals of Speech .....	2

## SECOND YEAR

Art 334—Home Furnishing .....	Sem. Hrs. 3
Choose One:	
English 216—English Literature (3) .....	
English 348—American Literature (3) .....	3
Home Economics 212—Nutrition .....	3
Home Economics 218—Clothing .....	3
Home Economics 315—Textiles .....	3
Home Economics 318—Family Health and Home Nursing .....	2
Physical Education 228a—Physical Education .....	1
Physical Education 228b—Physical Education .....	1
Science 125—Inorganic Chemistry .....	5
Social Science 201—General Economics .....	3
Electives .....	5

## THIRD YEAR

	Sem. Hrs.
Education 401—Introduction to Guidance and Counseling .....	2
English 346—Expository Writing .....	3
Home Economics 308—Meal Management .....	3
Home Economics 317—Consumer Information .....	3
Home Economics 334—Personality Growth and Development of the Child .....	3
Home Economics * .....	6
Social Science 309—General Sociology .....	3
Social Science 326—Marriage and the Family .....	2
Electives .....	7

## FOURTH YEAR

	Sem. Hrs.
Home Economics 403—Home Management .....	4
Home Economics 424—Principles and Practices of Child Guidance .....	2
Home Economics * .....	6
Science 442—Community Hygiene .....	2

Choose One:

Social Science 407—History of the Americas (3)

Social Science 410—Modern World (3) ----- 3

Electives ----- 15

\*During the third and fourth years the student must complete six additional semester hours of credit in each of any two of the following areas: Clothing and Textiles, Family Relations and Child Development, Food and Nutrition, Related Art.

## HOME ECONOMICS

## GENERAL WITH OPTION IN FOOD AND NUTRITION

## FIRST YEAR

	Sem.	Hrs.
Art 106—Fundamentals of Design -----	3	
Education 123—General Psychology -----	3	
English 102a—English Composition -----	3	
English 102b—English Composition -----	3	
Home Economics 100—Orientation -----	0	
Home Economics 102—Fundamentals of Clothing -----	3	
Home Economics 114—Food Preparation -----	5	
Home Economics 220—Clothing Selection -----	2	
Physical Education 128a—Physical Education -----	1	
Physical Education 128b—Physical Education -----	1	
Science 122—General Biology -----	3	
Science 214—Physiology and Anatomy -----	3	
Speech 106—Fundamentals of Speech -----	2	

## SECOND YEAR

Choose One:

English 216—English Literature (3)

English 348—American Literature (3) ----- 3

English 306—Journalism ----- 2

Home Economics 212—Family Nutrition ----- 3

Home Economics 230—Food Preparation ----- 3

Home Economics 315—Textiles ----- 3

Physical Education 228a—Physical Education ----- 1

Physical Education 228b—Physical Education ----- 1

Science 125—Inorganic Chemistry ----- 5

Social Science 201—General Economics ----- 3

Electives ----- 8

## THIRD YEAR

	Sem.	Hrs.
English 346—Expository Writing .....		3
English 410—Feature Writing .....		2
Home Economics 300—Applied Institution Management .....		3
Home Economics 308—Meal Management .....		3
Home Economics 317—Consumer Information .....		3
Home Economics 333—Home Equipment .....		3
Home Economics 334—Personality Growth and Development of the Child .....		3
Science 208—Organic Chemistry .....		4
Social Science—309 Sociology .....		3
Social Science 326—Marriage and the Family .....		2
Electives .....		3

## FOURTH YEAR

	Sem.	Hrs.
Education 430—Industrial Psychology .....		2
Education 479—Public Relations .....		2
English 415—Technical Writing for Home Economics .....		3
Home Economics 400—Demonstration Techniques .....		2
Home Economics 403—Home Management .....		4
Home Economics 438—Experimental Food .....		3
Science 306—General Bacteriology .....		3
Choose One:		
Social Science 407—History of the Americas (3)		
Social Science 410—Modern World (3) .....		3
Speech 470—Radio and TV Workshop .....		2
Electives .....		7

## Affiliation With The Merrill-Palmer Institute

Stout State College carries an affiliation with the Merrill-Palmer Institute in Detroit. The Merrill-Palmer Institute is a private institution with a program devoted to human development and human relations.

Students interested in various phases of child development parent education, or social service work, may apply and be selected to study there during the second semester of their junior year. Selection is made by a faculty committee and is on the basis of scholarship and readiness for intensive work. The program of study is worked out through the office of the Dean of Home Economics.

## INDUSTRIAL EDUCATION

The four-year curricula in the School of Industrial Education at Stout State College leads to a degree of Bachelor of Science with a major in Industrial Arts Education, or Vocational Education and the special state license, or Industrial Technology.



Persons who complete the curriculum outlined on pp. 77 through 80 are qualified, upon graduation, to teach industrial arts in junior and senior high schools. Individuals desiring certification as vocational teachers must meet the requirements listed on pp. 80-84.

Supplementary licenses to teach additional subjects are based on the electives selected. The general purpose of this curriculum is to provide a balanced educational development. This balanced development is brought about through closely integrated courses in sequenced progression within the several subject groups in technical work, in English, social science, science, mathematics, education and physical education. The specific objective in the curriculum is to prepare the students for the elementary schools, junior high schools, senior high schools, vocational schools, colleges, and technical institutions. Through controlled choices in the technical and educational sequences, provision is made for licensing or certifying requirements of state departments of education. Through carefully balanced sequenced progression in academic courses, a basic preparation is provided for continued professional study.

The first and second years are general preparation. Students are required to take a range of work indicated in these years in the technical and other sequences. The basic exploratory range of industrial work required in the first year is supplemented by controlled choices in the second year which continue the development of a broad general foundation in this sequence.

For those students who are not journeymen or who have less than four years of apprenticeship and three years of journeyman experience in the trade, the major in industrial education is open. For those who have the trade experience and who are eligible for classification as vocational teachers, either the major in industrial education or the major in vocational trade and industrial education may be selected.

The tabulated material immediately following indicates the curriculum definitions for the major in industrial education. Following this information is the statement indicating the modifications in the industrial education curriculum for those who are eligible for the curriculum with the vocational trade and industrial major.

## CURRICULUM IN INDUSTRIAL EDUCATION

### General Requirements

Major—Forty-two semester hours of Industrial Education

Minors—One minor of twenty-two semester hours or two minors of fifteen semester hours each. These minors are outlined on page 87 of this bulletin.

Science requirement—Eight semester hours in one science.

Electives—Chosen from any of the subject matter fields. See Course Descriptions.

Total Semester hours required for graduation — One hundred thirty.

## FIRST YEAR

	Sem.	Hrs.
Education 123—General Psychology .....	3	3
English 102a and b—English Composition .....	6	6
Industrial Education 101—Drafting .....	2	2
Industrial Education 102—Metalworking .....	2	2
Industrial Education 103—Woodworking .....	2	2
Industrial Education 117—Printing .....	2	2
Mathematics 209—College Algebra .....	4	4
Mathematics 213—Trigonometry .....	3	3
Physical Education 101—Personal Health .....	1	1
Physical Education 127a and b—Physical Education .....	2	2
Social Science 309—General Sociology .....	3	3
Speech 106—Fundamentals of Speech .....	2	2
<b>TOTAL</b>	<b>32</b>	

The drafting and the shopwork in the first year are required of all students. Recognition of incidental experiences by the students in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in the trades, the freshman schedule is modified.

## SECOND YEAR

	Sem.	Hrs.
Education 222—Principles of Secondary Education .....	2	2
Education 234—Analysis Techniques for Instructors .....	2	2
Education 303—Educational Psychology .....	2	2
English 346—Expository Writing .....	3	3
Industrial Education 201—Design .....	2	2
Industrial Education 202—Mechanics .....	2	2
Industrial Education 203—Plastics .....	2	2
Industrial Education 206—Electricity .....	2	2
Industrial Education 290—Industrial Management .....	2	2
Science 115—Inorganic Chemistry .....	5	5
Social Science 201—General Economics .....	3	3
Speech 223—Essentials of Public Speaking .....	2	2
Academic Elective .....	2	2
Industrial Education Elective .....	2	2
<b>TOTAL</b>	<b>33</b>	

The selection of technical courses in shop work, drafting, and design in the third and fourth years is based upon continuous survey studies. The choice in the second year continues the exploratory range begun in the first year and includes instructional experiences in typical shops. The selection of technical courses in the third and fourth years is based upon the experience of the student the first and second years, a detailed study of the trends in educational requirements as evidenced in the distribution in calls for teachers, and continuous studies of changes in modern industry. The implications of these studies are used in student and teacher training to meet the requirements for general education and for vocational education. Selections of the courses are combinations made up from the following:

Architectural Drafting	Machine Drafting
Cabinetmaking	Machine Shop
Carpentry	Mechanical Drafting
Design in Woodworking	Millwork
Electrical Work	Oxyacetylene—Electric
Electronics, Applied	Welding
Foundry	Painting and Decorating
General Building Construction	Patternmaking
General Finishing	Photography
General Graphic Arts	Printing
General Shop	Radio
General Metal	Sheet Metal
General Motor Mechanics	Tool and Die Making
General Woodworking	

Those who wish technical courses in shop work, drawing, or design for preparation for technical or junior executive positions in industry or positions in industrial training departments will find selections from the technical and education courses particularly applicable.

In order to qualify for student teaching, application must be made by the second semester of the second year. Candidates must have at least a 2.3 grade point average at the time of admission.

## THIRD YEAR

	Sem.	Hrs.
Education 305—Methods of Teaching Industrial Education	-----	2
Education 408b—Student Teaching in Industrial Education	-----	2
Education 441—Education Evaluation	-----	2
Science 421—Physics—Electricity, Heat, Mechanics	-----	5
Social Science 311—Government	-----	3
Academic Elective	-----	3
Education Elective	-----	2
Industrial Education—Shop, Drawing, Design	-----	14
<b>TOTAL</b>		<b>33</b>



## FOURTH YEAR

	Sem. Hrs.
Education 401—Introduction to Guidance & Counseling -----	2
Education 408c—Student Teaching in Industrial Education -----	8
Choice of:	
Sciences 423—Physics—Sound, Light (3) -----	
Science 425—Physics—Strength of Materials (3) -----	
Science 436—Qualitative Analysis (3) -----	
Science 445—Chemistry of Materials (3) -----	3
Choice of:	
Social Science 407—History of the Americas (3) -----	
Social Science 410—Modern World (3) -----	3
Academic Electives -----	6
Education Elective -----	2
Industrial Education (See List)—Shop, Drawing, Design -----	8
<b>TOTAL</b>	<b>32</b>

## Cooperative Work

All students in the School of Industrial Education select certain concentrations of work in their technical sequence in shop work, drawing, and design. From time to time opportunities are available for advanced students to spend some time in certain selected industrial establishments securing practical production experience. Regular production experience is available on the campus in certain areas of work. Constant effort is maintained to keep such opportunities available in establishments representing the various content areas included in the technical sequence. The purpose of such work is to give students modern industrial experiences to extend the training experiences secured on the campus. For students who come to Stout State College after having already attained sufficient journeyman experience in a trade, the opportunities for the vocational major are available.

## VOCATIONAL TRADE AND INDUSTRIAL EDUCATION MAJOR

The 1939 Wisconsin legislature enacted legislation which makes possible the offering of curricula leading to the degree of Bachelor of Science and the degree of Master of Science with a major in Vocational Education. This major on both the graduate and undergraduate levels is in addition to the majors in Home Economics and Industrial Education already available on the undergraduate and graduate levels.

In the curriculum for the degree of Bachelor of Science with a major in Vocational Education, those applying for the major must be eligible for vocational teaching certification upon graduation. Ordinarily this certification is based upon certain definitions of practical experience. Candidates who



are not eligible for vocational certification upon graduation will not be eligible for the curriculum leading to the vocational major.

Note: For curriculum requirements for the vocational major on the graduate level, see material elsewhere in this bulletin on Graduate Program.

The proportioning and distribution of academic, education, and technical courses for the graduate vocational major will be similar to the proportioning in the undergraduate programs in the Industrial Education and Home Economic divisions. The Vocational Education certification courses will be recommended. Where necessary these courses will be used in substitution for courses now in the education sequence.

The courses referred to as certification courses are as follows:

Philosophy of Vocational and Adult Education .....	2 credits
Guidance .....	2 credits
Educational Psychology .....	2 credits
Job Analysis .....	2 credits
Methods of Teaching Trade and Industrial Subjects .....	2 credits
Organization of Content Material for Teaching .....	2 credits

(For detailed information, see Teacher Training Series Bulletins, Wisconsin State Board of Vocational and Adult Education.)

Trade experience credit examinations will be arranged to permit candidates for the undergraduate trade and industrial vocational major to earn through examinations up to a maximum of twenty-four semester hours of credit in the total required for the degree of Bachelor of Science. This credit will be available in six semester hour amounts at certain stated periods in the student's progress through the other credits earned through residence work. In the schedule listed below, the plan and the rate at which the twenty-four semester hours of trade examination credit become available are indicated.

### Trade and Industrial Vocational Major

#### 130 Semester Hours

When 32 sem. hrs. residence completed	6 sem. hrs. credit on occupational experience examination released.
When 32 sem. hrs. (additional)	6 sem. hrs. (additional)
When 32 sem. hrs. (additional)	6 sem. hrs. (additional)
When 8 sem. hrs. (additional)	6 sem. hrs. (additional)
104 sem. hrs.	24 sem. hrs.

The credit and grade point requirement for the residence work will be the same as those for the industrial major. For graduation it will be necessary for the students to have twice as many grade points as semester hours in residence credit.

In this program of examinations based upon occupational experience, use will be made of advisory committees to assist Stout State College in the formulation and conducting of examinations. Agencies to be represented in these advisory examining committees will include the State Board of Vocational and Adult Education, employers in the occupation in which the candidate is being examined, employees in the occupation, and Stout State College. The examinations will be conducted at Stout State College and will include oral, written, and performance sections.

The occupational experience examination is an optional channel for use by undergraduate vocational major students.

Alternatives are as follows:

#### USING VOCATIONAL MAJOR EXAMINATION

Candidates who desire to use the channel of vocational major examination must have completed apprenticeship and three years of successful journeyman occupational experience. In some instances these requirements will not have been completed at the time the student starts his attendance at Stout State College. In such cases the student must have completed these requirements at the time he has completed his residence work for the degree.

In conducting these examinations, as a general rule, the major portion of the written and performance parts of the examination will be completed before the committee meets at Stout State College. At the time of the committee meeting the oral examination will be conducted and the checking and evaluating of the results of the written and performance parts of the examination will be completed. This plan will, however, be subject to modifications when necessary. Candidates will be required to meet a reasonable fee charge for the examination, such fee to be used in meeting the expenses in connection with the examination.

#### VOCATIONAL MAJOR PROGRAM WITHOUT MAJOR EXAMINATION

Students who have a major concentration in a technical area in the regular industrial education curriculum may present this as an equivalent of apprenticeship. In addition to the completion of the four year curriculum with the above concentration, a minimum of one and one-half years of occupational experience in the same technical area on the adult journeyman level is required initially with an additional one and one-half years to be gained subsequently.

The work outlined for the curriculum for the vocational major is closely articulated with certification requirements of the Wisconsin State Board of Vocational and Adult Education.

## Wisconsin State Board of Vocational and Adult Education Certification Requirements

Under section 41.15 (6) of the Wisconsin Statute, the State Board of Vocational and Adult Education has set up certain standards of practical occupational experience, teaching experience in schools of vocational and adult education, general educational training, and specific professional preparation for certifying such teachers on the basis of these standards.

### TEACHERS OF TRADE AND INDUSTRIAL SHOP SUBJECTS

#### Provisional State Certificate

- I. The Provisional State Certificate is granted to and held by all teachers who meet the following requirements:
  - a. Educational preparation
    1. High school graduation
    2. Completion of a bachelor's degree in vocational or industrial education, in technical work or engineering, or completion of an apprenticeship or its equivalent.
  - b. Occupational experience  
Completion of  $1\frac{1}{2}$  years of trade or occupational experience of a practical nature on the adult level in the trade or occupation to be taught. (In addition to "a-2" above.)
- II. This certificate will be renewed for two year periods until all the requirements for a standard certificate are met. Educational preparation and occupational experience requirements to be met are the following:
  - a. Educational preparation  
Completion of specific courses required, at the rate of six credits each certification period (2 years) and when apprenticeship is the basis for entrance, one 30 hour institute each two year period.
  - b. Occupational experience  
Completion of three months' work experience during each certification period in the trade or occupation to be taught.

#### Standard State Certificate

The Standard State Certificate is granted to and held by all teachers who meet the following requirements:

1. Educational Preparation
  - a. High school graduation
  - b. Completion of a bachelor's degree in vocational or industrial education, technical work or engineering, or completion of a full apprenticeship or its equivalent.
  - c. Completion of the following specific courses:  
Philosophy of Vocational and Adult Education ----- 2 credits



Methods of Teaching Trade and Industrial Subjects	-----	2 credits
Educational Psychology	-----	2 credits
Guidance	-----	2 credits
Job Analysis	-----	2 credits
Organization of Content Material for Teaching	-----	2 credits
and for teachers without a bachelor's degree, but with an apprenticeship, completion of the following one-week workshops:		

Institute X Selection and Organization of Subject Matter in Trade and Industrial Education

Institute Y Shop and Laboratory Organization and Management

Institute Z Evaluation Techniques and Practices in Trade and Industrial Education

2. Occupational Experience

Completion of 3 years of trade or occupational experience of a practical nature on the adult level in the trade or occupation to be taught in addition to a, above.

3. Trade Examination

Satisfactory completion of written and oral examinations administered by the State Board of Vocational and Adult Education and removal of deficiencies, or in licensed occupation, possession of license currently in force.

4. Teaching Experience

Completion of three years of satisfactory teaching.

## INDUSTRIAL TECHNOLOGY

The curriculum leading to the degree of Bachelor of Science in Industrial Technology is designed for students who wish to prepare for positions in industry. Graduates of this curriculum do not meet certification requirements and are not therefore qualified to teach in the public schools.

Additional opportunities for Industrial Technology graduates exist in the rapidly expanding field of Technical Writing. A sequence in this area may be combined with the regular curriculum in Industrial Technology.

Candidacy for the Bachelor of Science in Industrial Technology

A student who desires to earn the Bachelor of Science degree in Industrial Technology must be formally enrolled as a Candidate for the Bachelor of Science in Industrial Technology at least two academic semesters prior to the date the degree is to be granted. He may enroll as a candidate upon completion of sixty-four semester hours of credit, completion of all the courses in Mathematics, Science and Industrial Technology required in the first two years of this curriculum, and accumulation of a grade point average of at least 2.25. Application for enrollment as a candidate for the degree may be submitted during the semester in which the applicant will complete the above requirements.



## CURRICULUM IN INDUSTRIAL TECHNOLOGY

## First Year

	Sem.	Hrs.
Education 123—General Psychology .....		3
English 102 a and b—English Composition .....		6
Industrial Education 100—Orientation .....		0
Industrial Education 101—Drafting .....		2
Industrial Education 102—Metalworking .....		2
Industrial Education 103—Woodworking .....		2
Industrial Education 117—Printing .....		2
Mathematics 209—College Algebra .....		4
Mathematics 213—Trigonometry .....		3
Physical Education 101—Personal Health .....		1
Physical Education 127 a and b—Physical Education .....		2
Social Science 309—General Sociology .....		3
Speech 106—Fundamentals of Speech .....		2

The shop work and drawing in the first year are required of all students. Recognition of incidental experiences by the students in the field of work covered by any of the courses in this group is made individually. For those entering with specific journeyman experience in trade, the freshman schedule is modified.

## Second Year

	Sem.	Hrs.
Education 235—Trade Analysis .....		2
Industrial Education 201—Design .....		2
Industrial Education 202—Mechanics .....		2
Industrial Education 203—Plastics .....		2
Industrial Education 206—Electricity .....		2
Industrial Education 290—Industrial Management .....		2
Mathematics 314—Analytical Geometry .....		3
Mathematics 315a—Calculus .....		4
Science 115—Inorganic Chemistry .....		5
Science 436—Qualitative Analysis .....		3
Social Science 201—General Economics .....		3
Technical Courses .....		4

The selection of courses is in terms of field of concentration for each student and these courses should be selected in any of the following fields: Electrical, Drafting, Graphic Arts, Metal Working, Motor Mechanics and Woodworking. The selection of technical courses should be made from the following:

Architectural Drafting  
Auto Mechanics  
Cabinetmaking

Industrial Mechanics  
Machine Drafting  
Machine Shop

Design in Woodworking	Mechanical Drafting
Electrical Work	Oxyacetylene and Electric
Electronics, Applied	Welding
Foundry	Patternmaking
General Building Construction	Photography
General Drafting	Printing
General Graphic Arts	Radio
General Metal	Sheet Metal
General Motor Mechanics	Tool and Die Making

## Third Year

	Sem.	Hrs.
Education 430—Industrial Psychology .....	2	2
English 346—Expository Writing .....	3	3
Industrial Education 410—Production Control .....	2	2
Science 421—Physics—Electricity, Heat, Mechanics .....	5	5
Science 423—Physics—Sound, Light .....	3	3
Speech 223—Essentials of Public Speaking .....	2	2
Academic Electives .....	6	6
Technical Courses .....	8	8

## Fourth Year

	Sem.	Hrs.
Industrial Education 400—Quality Control .....	2	2
Science 425—Physics—Strength of Materials .....	3	3
Social Science 311—Government .....	3	3
Choice of:		
Social Science 407—History of the Americas (3) .....		
Social Science 410—Modern World (3) .....	3	3
Social Science 414—Labor Problems .....	2	2
Academic Electives .....	6	6
Technical Courses .....	14	14

### COOPERATIVE FIVE YEAR PROGRAM IN INDUSTRIAL TECHNOLOGY

A five year cooperative program leading to the degree of Bachelor of Science with a major in Industrial Technology is also available to selected advanced students. Students enrolled in this program will complete, in addition to four years of college courses, one more year of work in an appropriate industry.

Students may be admitted to this five year cooperative program upon the completion of sixty-four semester-hour credits. All students enrolled in

this program must be Candidates for the Bachelor of Science in Industrial Technology. Selection is based upon scholarship, a grade point average of 2.5 or better being required.

The first three years of the five year cooperative program are the same as for the four year program outlined above.

#### Fourth Year

	Sem.	Hrs.
Industrial Education 400—Quality Control .....		2
Industrial Education 408—Cooperative Industrial Assignment .....		2
Social Science 414—Labor Problems .....		2
Technical Courses .....		10

#### Fifth Year

	Sem.	Hrs.
Industrial Education 408—Cooperative Industrial Assignment .....		2
Science 425—Physics—Strength of Materials .....		3
Social Science 311—Government .....		3
Choice of:		
Social Science 407—History of the Americas (3)		
Social Science 410—Modern World (3) .....		3
Academic Electives .....		6

### MINORS

Students in Home Economics, Home Economics Education, Industrial Education, and Vocational Education have a choice of minors as a graduation requirement. This requirement is met by one 22 credit minor or two 15 credit minors. These minors are outlined below.

#### TWENTY-TWO CREDIT MINORS

##### BIOLOGY

Courses required are Sc. 122 Biology, Sc. 214 Physiology and Anatomy, Sc. 314 Botany, and Sc. 316 Zoology. Ten additional credits are to be selected from the offerings in Biology.

##### CHEMISTRY

Courses required are Sc. 115 or 125 Inorganic Chemistry, Sc. 116 Inorganic Chemistry, Sc. 208 Organic Chemistry. Nine additional credits are to be selected from the offerings in Chemistry.

## ENGLISH

Courses required are E. 102a and E. 102b English Composition, E. 216 English Literature, E. 346 Expository Writing, and E. 348 American Literature. Seven additional credits are to be selected from the offerings in English. One of two courses in Journalism, E. 306 Journalism or E. 410 Writing and Selling Feature Articles, may be included.

## MATHEMATICS

Courses required are Math. 208 and 210 College Algebra, Math. 213 Trigonometry, Math. 314 Analytical Geometry, Math. 315a and b Calculus. Two additional credits are to be selected from the offerings in Mathematics.

## PHYSICS

Courses required are Sc. 421 Physics, Sc. 423 Physics, Sc. 427 Physics, Sc. 429 Physics. Nine additional credits are to be selected from the offerings in Physics. I.E. 439 Applied Electronics may be included.

## SOCIAL SCIENCE

Courses required are S.S. 201 General Economics, S.S. 309 General Sociology, S.S. 311 Government, S.S. 410 Modern World, and S.S. 411 Problems of American Society. Eight additional credits are to be selected from the offerings in Social Science. This selection must include advanced courses from each of the following areas: sociology, economics, political science and history.

## SPEECH

Courses required are Sp. 106 Fundamentals of Speech and Sp. 223 Essentials of Public Speaking. Eighteen additional credits are to be selected from the offerings in Speech.

## ATHLETIC COACHING

The Department of Physical Education for men offers a special program which qualifies those completing it to coach athletics. Courses required are P.E. 150 Principles of Physical Education, P.E. 225 First Aid and Athletic Training, P.E. 350 Individual and Dual Sports, P.E. 455 Team Sports, P.E. 460 Coaching, P.E. 470 Coaching, Sc. 122 Biology, Sc. 214 Physiology and Anatomy. Four additional credits are to be selected from the offerings in Physical Education.

## JOURNALISM: TECHNICAL WRITING FOR HOME ECONOMICS

Courses required are E. 306 Journalism, E. 410 Feature Writing, E. 415 Technical Writing for Home Economics, E. 425 Copy Editing and Preparation, Ed. 479 Public Relations, I.E. 117 Printing, I.E. 205 Elementary Photography, I.E. 361 Printing Design. Additional credits are to be chosen from Sp. 223 Essentials of Public Speaking, Sp. 320 Advanced Speech



Activities, Sp. 322 Techniques of Group Leadership, Sp. 470 Radio and TV Workshop, I.E. 259 School Publications, I.E. 359 Cooperative Industrial Printing, I.E. 405 Advanced Photography, I.E. 449 Printing Economics, A. 106 Fundamentals of Design, A. 332 Advanced Design, E. 216 English Literature, E. 348 American Literature, S.S. 301 Economic History of the United States, S.S. 409 Recent History of the United States, S.S. 410 Modern World, S.S. 417 American Politics.

#### JOURNALISM: TECHNICAL WRITING FOR INDUSTRY

Courses required are E. 306 Journalism, E. 410 Feature Writing, E. 416 Technical Writing for Industry, E. 425 Copy Editing and Preparation, Ed. 479 Public Relations, I.E. 117 Printing, I.E. 205 Elementary Photography, I.E. 361 Printing Design. Additional credits are to be chosen from Sp. 223 Essentials of Public Speaking, Sp. 320 Advanced Speech Activities, Sp. 322 Techniques of Group Leadership, Sp. 470 Radio and TV Workshop, I.E. 259 School Publications, I.E. 359 Cooperative Industrial Printing, I.E. 405 Advanced Photography, I.E. 449 Printing Economics, A. 106 Fundamentals of Design, A. 332 Advanced Design, E. 216 English Literature, E. 348 American Literature, S.S. 301 Economic History of the United States, S.S. 409 Recent History of the United States, S.S. 410 Modern World, S.S. 417 American Politics.

### FIFTEEN CREDIT MINORS

#### ENGLISH AND SPEECH

Fifteen credits selected from the offerings in English and Speech. At least four credits must be chosen from each area.

#### JOURNALISM: TECHNICAL WRITING FOR HOME ECONOMICS

Required courses are E. 306 Journalism, E. 410 Feature Writing, E. 415 Technical Writing for Home Economics, E. 425 Copy Editing and Preparation, I.E. 117 Printing, I.E. 205 Elementary Photography, I.E. 361 Printing Design.

#### JOURNALISM: TECHNICAL WRITING FOR INDUSTRY

Required courses are E. 306 Journalism, E. 410 Feature Writing, E. 416 Technical Writing for Industry, E. 425 Copy Editing and Preparation, I.E. 117 Printing, I.E. 205 Elementary Photography, I.E. 361 Printing Design.

#### MATHEMATICS

Fifteen credits selected from the offerings in Mathematics.

#### RELATED ART

Fifteen credits selected from the offerings in Related Art. Students including A. 106 Fundamentals of Design and A. 334 Home Furnishings to complete this minor may not apply these courses in the forty credits of Home Economics required for the major.

## SCIENCE

Fifteen credits selected from at least two of the following areas: biology, chemistry, and physics.

## SOCIAL SCIENCE

Fifteen credits selected from the offerings in Social Science.

## PRE-PROFESSIONAL CURRICULA

At Stout State College many courses are available for those who wish to pursue professional curricula. Students may draw on departmental offerings throughout the college to take courses which will be accepted by the other colleges and universities as training in pre-professional areas.

Stout State College serves three types of people interested in pre-professional education: (1) Those who desire pre-professional courses basic to the major profession; (2) Those who desire two years of general education as a cultural background for good citizenship and useful living as members of a community; (3) Those who, at the time they enter college, do not have well-defined plans for the future and want personal, educational and vocational guidance.

Stout State College offers a number of one and two year pre-professional curricula. In most cases it may be advisable for the student to transfer to the professional school at the end of one or two years, but in other cases it may be possible to extend his program at Stout. Although pre-professional requirements are somewhat similar in most institutions, there are some variations and frequent changes. The student should therefore obtain and study catalogs from the institution to which he plans to transfer. Correspondence with officials of that college will also help him to determine the most relevant courses to be transferred.

The pre-professional curricula at Stout are flexible and thus merely suggestive. A student is given a maximum of guidance in constructing a program to meet the special requirements of the professional school of his choice. These curricula are briefly described below. Advisers are provided with lists of recommended courses.

## PRE-COMMERCE

Students who wish to transfer to other colleges and major in business should take courses in economics, mathematics, English composition, advanced writing, and speech. Science, both physical and biological, social studies, and literature will be acceptable for transfer. Other courses may be carefully selected from the offerings in art and music.

## PRE-DENTISTRY

Dental schools encourage students to take three to four years of college work before applying for admission to professional study. Students should follow the general pattern for pre-medicine with the addition of a few shop courses, such as general mechanics and general metals recommended more for training in laboratory skill than for transfer.

## PRE-EDUCATION

(Other than industrial education or home economics)

A broad general education is a requisite for all teachers. Students who are considering teaching but who plan to transfer to other colleges to specialize in English, speech, mathematics, social studies, science, music, art, physical education, and other high school subjects, or elementary education should take freshman and sophomore courses in their major fields of interest. For certification, students will generally need concentrations of at least thirty-four hours in one subject as a teaching major and at least twenty-two hours for a teaching minor. In addition to this requirement, they should take child development, psychology, physical education, and other academic courses. Certain home economics and industrial education courses fit into a broad general education. Crafts and general mechanics are practical shop courses for all teachers.

## PRE-ENGINEERING

The common curriculum for freshman is basic to such professions as aeronautical engineering, agricultural engineering, ceramic engineering, chemical engineering, civil engineering, electrical engineering, general engineering, metallurgical engineering, and mechanical engineering. By the time the freshman has completed this basic curriculum, he should declare his choice among the branches of engineering and decide upon the school of engineering in which he expects to complete his work. These decisions will give direction to his curriculum for the sophomore year at Stout and assist in arranging his program to meet specific requirements in the school of his choice.

Selected courses in mathematics, physical science, English, speech, and social science are acceptable in engineering colleges. In addition, Stout is in a unique position to offer certain pre-engineering students basic courses in metals, for example foundry, machine shop, sheet metal, oxyacetylene welding, and electric-arc welding. Students may also find upon inquiry that some engineering colleges will accept other shop courses.

## PRE-JOURNALISM

Those interested in journalism will find a variety of opportunities for both basic courses and practical experience. Courses in English composition, literature, expository writing, feature writing, and journalism are recommended. Students should also choose liberally from the social studies and the



science courses. Opportunities for work experience are presented by the college paper, *The Stoutonia*, and the annual, *The Tower*, as well as all graphic arts.

#### PRE-LAW

A broad cultural background with emphasis on the linguistic subjects is recommended for admission to law schools. Courses in political science, history, economics, psychology, mathematics, English, and science should be taken by students who wish to gain admission to law schools.

#### PRE-LIBERAL ARTS

Students who want a broad general education should take mainly academic courses. These may be chosen from fields of English, speech, social studies, natural science, mathematics, music and applied art. Some industrial education and home economics courses, such as courses in family life and art, will readily transfer.

#### PRE-MEDICINE

Medical colleges recommend a broad general education for the first three years. All medical schools require some work in biology, chemistry, and physics. In sciences, the quality of work is more important than the quantity. Courses in English composition, history, literature, sociology, economics, political science, mathematics, psychology and the related arts are recommended.

#### PRE-NURSING

The student will profit by following the general suggestion for pre-medicine with the early addition of nutrition and bacteriology in her schedule. The nursing profession also recommends a broad cultural background.

#### Training Program

##### Stout State College - Madison General Hospital Cooperative Nurses'

In this newly-instituted arrangement, young women who plan to enter the three-year program of the Madison General Hospital School of Nursing, Madison, Wisconsin, are able to complete the entire first year of that program on the Stout campus and then enter directly the clinical program at the School of Nursing in Madison. While at Stout, such girls will actually be enrolled in the School of Nursing and will enjoy such privileges there as the Big Sister program, parent-student teas in Madison, and a subscription to "News in General," monthly newspaper for student nurses.

During her September - June year at Stout State College, each nursing student completes specified credits in English, chemistry, physiology and anatomy, zoology, psychology, sociology, and elective subjects. Complete information about this cooperative program, designed to provide students of Madison General Hospital School of Nursing with a required year of college



at the same time that they are residing near home, is available by writing to the Madison General Hospital, Madison, Wisconsin.

#### PRE-PHARMACY

Pharmacy is founded on the physical and biological science. As students who want to prepare to work in this field are required to take specific courses early in their training, only one year of pre-pharmacy is recommended. This year can profitably be spent in chemistry, biology, English, speech, mathematics, psychology, and physical education.

#### PRE-PHYSICAL THERAPY AND MEDICAL TECHNOLOGY

Students interested in these areas will do well to concentrate in the biological sciences, i.e., physiology, biology, heredity and eugenics, and community hygiene as well as in physical education. Courses in English, social studies, psychology, chemistry, and physics are recommended. Nutrition and general mechanics are practical courses for the physical therapist or the medical technician.

#### PRE-SOCIAL AND PERSONNEL WORK

The student should enroll in such courses as English, economics, sociology, political science, psychology, community hygiene, physical education and biological sciences. As he progresses, he should take specific courses in adolescent psychology, guidance, tests and measurements, statistics, and mental hygiene and child development.

#### PRE-VETERINARY MEDICINE

In general, the courses recommended for pre-medicine will be transferable to a college of veterinary medicine. Students should make careful inquiry of the specific college to which transfer is desired or get help from the Stout State College counseling office before a second year of pre-veterinary medicine is begun.

#### OTHER PRE-PROFESSIONAL CURRICULA

A number of other one-year and two-year curricula are available for interested students. For such professions as industrial chemistry, aviation, agriculture, forestry recreation, theology, music and art, the interested students should consult the Dean of Student Personnel Services before registration.

## DESCRIPTION OF COURSES

The courses numbered from 100 to 199 are primarily for freshman; those numbered from 200 to 299, for sophomores; 300 to 399, for juniors; and 400 to 499, for seniors. However, recent curricular changes have caused some irregularities in this regard. Courses numbered 500 and above are restricted to graduate students only.

In advanced courses prerequisites are listed in the course descriptions. Occasionally, for flexibility in programming, students are permitted to take certain courses concurrently; such courses are designated as "Prerequisite or Parallel."

Stout State College operates on the semester system. Each semester consists of eighteen weeks. However, certain courses in the Industrial Education area are scheduled on a nine-weeks, or quarter basis. Quarters I and II are the first and second halves of Semester I; Quarters III and IV, of Semester II. Credits are expressed in semester hours. The distribution of lecture and laboratory hours for shop and laboratory courses is given in parentheses. For example, (1-4) means one hour of lecture or discussion and four hours of laboratory per week.

## EDUCATION AND PSYCHOLOGY

## PSYCHOLOGY

Education 123 *General Psychology*

Scientific vs. unscientific approaches in understanding behavior. Efficient study methods, individual differences, motivation, emotions, personality development, thinking, and psychological problems of college, community, and vocational life.

Sem. I, II

Credit: 3

Bolstad, Klitzke

Education 303 *Educational Psychology*

Prerequisite: Education 123

Child and adolescent development, learning and its guidance, the individual student, and the implications of interests and attitudes.

Sem. I, II

Credit: 2

Oetting, Salyer

Education 350 *Adolescent Psychology*

Prerequisite: Education 123

The physical, emotional, social, moral, and intellectual development of secondary school youth.

Sem. I, II

Credit: 2

Klitzke

Education 352 *Child Psychology*

Prerequisite: Education 123

Psychological development of children. Emphasis placed on age groups spanning the pre-school and the pre-pubescent child; methods for scientific measurement and understanding of child behavior.

SS

Credit: 2

Staff

Education 430 *Industrial Psychology*

Prerequisite: Education 123

Use of psychological methods in personnel management in industry. Emphasis is on personnel policy formation and techniques in placement, interviewing, efficiency, job evaluation and training, merit rating, morale, and safety.

Sem. I, II, SS

Credit: 2

Salyer

Education 513 *Personality and Mental Health*

The nature of personality and the conditions which make for its wholesome development, its maintenance and integration. Personality inventories used for self-analysis.

Qr. II, IV, SS

Credit: 2

Oetting

Education 514 *Vocational Psychology*

Application of psychological techniques to industry with emphasis on employee testing, training, scientific management, efficiency, merit ratings, promotion, safety, morale and labor relations.

SS

Credit: 2

Salyer

Education 555 *Psychology of Learning*

The nature, theories, principles, forms and conditions of learning. Acquisitions, retention, transfer and related phenomena. Applications are made.

Qr. I, III, SS

Credit: 2

Oetting

## EDUCATION—GENERAL

Education 222 *Principles of Secondary Education*

Prerequisite: Education 123

The evolution, status, and trends of secondary education. Needs of our democratic society: philosophy, organizational problems, curriculum development, and the responsibilities of the individual teacher.

Sem. I, II

Credit: 2

Bolstad, Salyer

Education 402 *Principles of Vocational and Adult Education*

The philosophy, historical development, principles and practices, and organization of public vocational and adult education in the nation.

Qr. I, II, III, IV, SS

Credit: 2

Rudiger

Education 472 *Coordination*

Principles of coordination in vocational education for apprenticeship training, distributive education, trades and industries, and diversified occupations. Work-experience program in general education.

Sem. I, II, SS

Credit: 2

Wall

Education 479 *Public Relations*

Defines the publics, objectives, and media of public relations in industry and education. Provides practice with such tools as news stories, features, etc. Each student carries out an actual publicity program in the community.

Sem. I, SS

Credit: 2

Fleming

Education 492 *Administration of Vocational and Adult Education*

Survey and analysis of problems in the administration of a vocational and adult school, including legal status, policy making, staff personnel, student personnel, curriculum, evaluation, public relations, physical plant, and business management.

SS

Credit: 2

Staff

Education 500 *Philosophy of Modern Education*

A comparative study of the main schools of educational philosophy and of their influence in contemporary education, thought and practice, points of agreement and of conflict.

Qr. IV, SS

Credit: 2

Price

Education 501 *Research Procedures*

Basic principles of educational research. A study of the selection of a problem, survey of the literature, type of educational research, planning the study, organization and interpretation of data, and preparation of the research report.

Sem. I, II, SS

Credit: 2

Wall

Education 502 *Principles of Supervision*

Basic principles, types, functions, organizations, and plan of supervision. Interpretation and application of creative supervision plans; individual and class projects concerned with applied methods of supervision in selected educational areas.

Sem. I, II

Credit: 2

Wigen



Education 506 *Problems of Supervision*

Prerequisite: Education 502

Interpretation and application of basic principles of supervision. Study of recent developments in the field of supervision. Selection, analysis, interpretation, and application of plans for a selected supervisory activity.

Wigen

Credit: 2

Education 510 *Applied Research*

Prerequisite: Education 501

Applied research. Interpretation and application of research procedures, use of scientific methods for solving problems and orientation of student in terms of selected research problems.

Sem. I, II

Credit: 2

Wigen

Education 526 *Administration*

Philosophy and principles underlying organization and operation of public education on the local, state, and national levels in the United States. Examinations of prevailing practices and current problems of school management.

Sem. I, II, SS

Credit: 2

Wall

Industrial Education 533 *Survey Procedures*

Prerequisite: Education 501

Procedures and organization for conducting surveys. Application of principles by making and writing the report of an actual survey.

Sem. I, II, SS

Credit: 2

Wall

Education 538 *Elementary School Curriculum*

A study of the social, economic and educational forces operating to bring about changes in the curriculum of the elementary school. Outstanding state and local curriculum construction programs. Observation and evaluation of the modern elementary school curriculum.

SS

Credit: 2

Staff

Education 539 *High School Curriculum*

A study of the social, economic and educational forces operating to bring about changes in the curriculum of the secondary school. Outstanding state and local curriculum construction programs. Observation and evaluation of the modern high school curriculum.

SS

Credit: 2

Staff

Education 561 *Educational Statistics*

Methods of collecting, recording, evaluating, and interpreting data. Illustrative problems in education, business, and industry at the practical and research levels.

Qr. II, III, SS

Credit: 2

Swanson

Education 570 *Thesis Plan A*

Prerequisite: Education 510

Independent research on thesis under direction of investigation adviser. Selection of problem, development of outline, review of literature, compilation of bibliography, plan of method of attack, conduct of research, interpretation of findings, and preparation of the final paper according to thesis standards. Student may enroll for 2, 4, or 6 semester hours credit, for a final total of six.

Sem. I, II, SS

Total Credit: 6

Staff

## EDUCATION—AUDIO-VISUAL

Education 360 *Audio-Visual Education*

Prerequisite: Junior Standing

Methods of selecting and using audio-visual materials effectively in teaching. Experience in operating equipment, production of materials, practice in planning and presenting a lesson.

Sem. I, II, SS (1-2)

Credit: 2

Barnard, McMurtrie

Education 439 *Motion Picture Production*

Prerequisites: Industrial Education 205 and/or Education 360 or consent of instructor.

Production of instructional sound motion pictures utilizing "live" projects which will be marketed. Production planning, content research, treatments, storyboard, script writing, shooting, editing, sound recording, titling, and other technical problems of production.

Sem. II, SS (0-4)

Credit: 2

Barnard

Education 522 *Problems in Audio-Visual Instruction*

Prerequisite: Education 510

Identification, selection, and completion of a problem in audio-visual instruction, culminating in a Plan B paper.

Sem. I, II, SS

Credit: 2

Barnard

Industrial Education 540 *Advanced Technical Problems—Audio-Visual Education*

Prerequisites: Education 501, six semester credits in the audio-visual field including graphic arts, consent of head of Audio-Visual Center.

Advanced technical work for specialists in the audio-visual field. Recent developments, advanced technical work, experimental work, and technical reports in audio-visual education.

Qr. I, II, III, IV, SS

Credit: 2-6

Barnard

Education 547 *Communications Media Design*

Prerequisite: Education 360

Identification of communication problems through analysis of content, audience and media. Selection, design, and preparation of audio-visual materials.

Qr. III, SS

Credit: 2

McMurtrie

Education 560 *Audio-Visual Administration*

Prerequisites: Education 360, 501

Seminar in administration and supervision of public school audio-visual programs. Group field projects supplement discussions of related literature.

Qr. III, SS

Credit: 2

Barnard

## EDUCATION—GUIDANCE

Education 401 *Introduction to Guidance and Counseling*

Prerequisite: For education students, junior standing

An overview of policies and practices of organized guidance programs for schools and colleges. Emphasis is given to the philosophy and evaluation of guidance, understanding the individual, counseling, and group guidance as it affects the classroom teacher and personnel worker.

Sem. I, II, SS

Credit: 2

Iverson, Pedersen

Education 475 *Counseling Procedures*

Prerequisite: Education 401

Psychological study of the interview. Consideration given to various interview objectives, points of reference, kinds of questions, and the improvement of techniques for various purposes of the teacher and counselor.

Sem. I, SS

Credit: 2

Salyer

Education 490 *Tests and Measurements in Counseling*

Prerequisites: Education 401, 441

Selection, interpretation, and use of tests and inventories for teachers and counselors. Study of achievement, aptitude, interest and personality tests with experience in the interpretation of results.

SS

Credit: 2

Salyer

Education 491 *Occupational and Educational Information*

Prerequisite: Education 401

Study of occupational and educational opportunities. Includes evaluation of information sources, occupational requirements, trends and uses.

Sem. II, SS

Credit: 2

Salyer

Education 531 *Problems in Guidance*

Prerequisites: Twelve hours of graduate credit in the counselor education sequence, including Education 501, 510, and 561. or the consent of the instructor.

Plan B Investigations are the primary purpose of this course. Students who are ready to write their Plan B paper should register for this course and then confer with the counselor education major adviser to select a staff member who will serve as an investigation adviser. Meetings with the adviser are by arrangement only.

Sem. I, II, SS

Credit: 2

Staff

Education 541 *Individual Mental Testing*

Prerequisites: Education 490 and 565, or consent of instructor.

Revised Stanford-Binet, Wechsler Adult Intelligence Scale for Children. Demonstration testing, group testing under supervision, and individual testing accompanies a study of the theory of mental testing.

Sem. I, SS

Credit: 2

Iverson, Klitzke

Education 550 *Appraising the Individual*

Prerequisites: Education 475, 541

The case study approach to synthesis of test and non-test appraisal data.

Sem. II, SS

Credit: 2

Klitzke

Education 552 *Group Guidance Procedures*

Prerequisite: Education 401

A study of group approaches for providing guidance services to pupils. Designed to help counselors and teacher-counselors understand how groups may be used as a setting for guidance and counseling.

Sem. I, SS

Credit: 2

Klitzke, Rimel



Education 565 *Organization and Administration of Guidance*

Prerequisite: Education 475

Duties of administrators, guidance directors, deans, teachers, parents, pupils and lay persons in guidance work. A study of types of organization methods of initiating programs and of in-service training.

Sem. II, SS

Credit: 2

Oetting, Rimel

Education 590 *Supervised Practice in Counseling*

Prerequisites: Education 550 and consent of instructor.

A minimum of 120 hours of closely supervised counseling experience through a series of interviews with selected counselees.

Sem. I, II, SS

Credit: 2

Iverson, Klitzke, Rimel

## EDUCATION—HOME ECONOMICS

Education 310 *Introduction to Teaching Home Economics*

Prerequisite or parallel: Education 303

Philosophy, objectives and organization of home economics at the secondary level. Instructional materials, unit and lesson plans. Observation and participation in high school homemaking classes.

Sem. I, II

Credit: 2

Harper, Noble

Education 320 *Methods of Teaching Home Economics*

Prerequisite or parallel: Education 303

Principles of teaching applied to the selection, organization and development of home economics subject matter. This course is designed for dietitians and other groups with specialized needs.

Sem. II

Credit: 2

Harper

Education 408 *Student Teaching in Home Economics*

Prerequisite: Education 310

Parallels: Education 427 and 441

Orientation to teaching, supervised observation, participation and teaching in a high school homemaking department off-campus for six weeks. The student will live in the community where she teaches. Observation in adult homemaking classes on campus.

Sem. I, II

Credit: 8

Horn, Noble, Perman and off-campus supervising teachers.

Education 416 *Problems in Teaching Vocational and Adult Homemaking*

Prerequisites: Education 402 and 427, and three years teaching vocational and/or adult homemaking.

Analysis of problems confronting experienced teachers; development of tentative solutions.

SS

Credit: 2

Staff

Education 427 *Methods of Teaching*

Prerequisite: Education 310

Parallels: Education 408 and 441

Techniques of teaching homemaking, including vocational and adult education. Methods and procedures for classroom teaching, home experience program, F.H.A. and adult education. Adapted to meet the needs, interests, and abilities of adolescent and adult classes.

Sem. I, II

Credit: 4

Horn, Noble

Education 428 *Home Economics for the Junior High School*

Principles of curriculum development for home economics program in the junior high school. Emphasis on recent research, philosophy, and emerging practices in program patterns.

SS

Credit: 3

Harper

Education 436 *Course Development*

Prerequisite: Education 408

Philosophy and techniques of developing homemaking courses based on problems of family living and pupil needs and interests. Preparation of resource units.

SS

Credit: 2

Noble

Education 441 *Education Evaluation*

Prerequisite: Education 310

Techniques for developing devices to evaluate pupil progress, characteristics and limitations of different types of tests. Interpretation of test scores and grades by means of simple statistical procedures; methods of assigning grades.

Sem. I, II

Credit: 2

Horn, Perman

Education 451 *Evaluation in Home Economics Education*

Criteria, techniques, and devices for evaluating the home economics program. Opportunity for developing measuring devices.

SS

Credit: 2

Noble

Education 462 *Workshop for Homemaking Teachers*

Prerequisite: Teaching experience or consent of instructor

Planned for homemaking teachers in one or two teacher departments.

Teachers select problems on which they wish to work.

SS

Credit: 2 or 3

Harper

Education 508 *Curriculum Studies in Home Economics*

Principles of curriculum construction. Review of recent literature on curriculum development. Evaluation of curriculum practice and techniques. Students may work on own curriculum problems.

SS

Credit: 2 or 3

Staff

Education 520 *Current Problems in Home Economics Education*

Consideration of problems in contemporary living that are affecting home economics education and their influence on the teaching of homemaking. Each student will work on an individual problem.

SS

Credit: 2

Noble

Education 525 *Supervision of Student Teaching in Home Economics*

Prerequisite: Teaching experience or consent of instructor

Purposes and philosophy of supervision, the role of the cadet center in preparing home economics teachers, relationships and responsibilities of persons involved, orientation, guidance, and evaluation of student teachers.

SS

Credit: 3

Noble

Education 530 *Methods of Teaching Management in High School Homemaking Classes*

Prerequisite: Teaching experience

Trends in philosophy of management. Planning learning experiences for integrating effective management in all areas of homemaking.

SS

Credit: 2

Noble

Education 544 *Seminar in Home Economics Education*

Readings, discussion and reports of recent literature in education with implications for teaching home economics. Paper on individual problem.

SS

Credit: 2

Noble, Staff

Education 562 *Coordinator's Workshop*

Analysis of coordinator's responsibilities, effective ways of promoting and developing community programs, training new teachers, improving teaching techniques, problems of supervision, evaluation devices. Course planned cooperatively with group to meet special needs.

SS

Credit: 1

Staff

Education 575 *Problems in Home Economics Education*

Prerequisite: Education 510

Identification, selection and completion of a problem in Home Economics Education, culminating in a Plan B paper.

Sem. II, SS

Credit: 2

Noble

## EDUCATION—INDUSTRIAL EDUCATION

Education 234 *Analysis Techniques for Instructors*

Development of an orderly procedure for the identification of instructional units to be used for teaching purposes. Planning of operational breakdown and information topic outlines.

Sem. I, II

Credit: 2

Rudiger

Education 235 *Trade Analysis*

For vocational majors. May be substituted for Education 234 in the curriculum. Techniques of analyzing industrial occupations into instructional units for vocational teaching.

Rudiger

Credit: 2

Education 305 *Methods of Teaching Industrial Education*

Prerequisites: Education 234 and 303

Study of teaching methods in use in unit and general shop classes. Instruction planning, methods of organization and management, instruction aids, professional ethics. Directed observation of representative school shops.

Sem. I, II

Credit: 2

Chinnock

Education 407 *Teaching Trade and Industrial Subjects*

Recognized principles and methods of teaching applied to typical shop, laboratory, technical, and/or related subjects found in schools of vocational and adult education.

SS

Credit: 2

Staff

Education 408b *Student Teaching in Industrial Education*

Prerequisite or parallel: Education 305, 441, and junior standing

Directed observation and supervised teaching on selected junior and senior high school levels. Teaching experience acquired in on-campus industrial arts shops organized on the unit, unit general, or general shop basis. Group conferences held regularly on problems concerned with student teaching.

Qr. I, II, III, IV

Credit: 2

Chinnock

Education 408c *Student Teaching in Industrial Education*

Prerequisite: Education 408b

Directed teaching in selected off-campus schools, in unit, unit general, or general shops. Taken concurrently with related subjects during the student teaching block in senior year.

Qr. I, II, III, IV

Credit: 8

Chinnock



Industrial Education 415 *Technical Education Programs*

Prerequisite: Senior or graduate standing

Philosophy, principles, organization, operation, and structure of technical education programs at the 13th and 14th year or college level.

SS

Credit: 2

Staff

Education 423 *Safety Education*

Highway, home, industrial, farm, school, and recreational safety, fire prevention, civil defense, color dynamics. Promotion of a safety program, its content, methods, and materials of instruction.

Sem. I, II

Credit: 2

Kranzusch

Education 441 *Education Evaluation*

Evaluative devices and their use in measuring student attainment of course objectives. Characteristics and limitations of different types of tests and test questions; the interpretation of test scores and grades by means of simple statistical procedures; methods of grading manipulative work and assigning final grades.

Sem. I, II, SS

Credit: 2

Rudiger

Education 443 *Organization of Content Material for Trade, Technical, and Industrial Subjects*

Individual work following approved practice in the development of instructional material for vocational teaching.

SS

Credit: 2

Staff

Education 448 *Driver Education*

Teaching methods in driver training. Teaching a trainee to drive so as to pass written and road tests. Research problem or construction of test apparatus. Driver Education certification by A.A.A.

Sem. I, II

Credit: 2

Kranzusch, Morical

Education 452 *Driver Education (Advanced Course)*

Prerequisites: Education 448 and Driver Education Certificate or its equivalent

Program details in driver education in our nation's schools. State laws, school laws and regulations, teaching requirements, technique for improving practice driving instruction, and a survey of research studies; improving teaching methods through evaluation and analysis; use of diagnostic tests and materials. Cooperation with state and other organizations in the presentation of instructional materials and tests.

SS

Credit: 2

A.A.A. consultants and others

Education 470 *Conference Leading I*

Prerequisite: Education 305 or equivalent

Study of teaching. Study and practice of the principles and techniques of conference leading as an instructional device in vocational education.

SS Credit: 2

Staff

Education 471 *Conference Leading II*

Prerequisites: Education 470 or equivalent and consent of instructor. Review of techniques. Demonstration and practice conferences.

SS Credit: 2

Staff

Industrial Education 520 *Labor and Industrial Relations*

Human relations in industry from the viewpoint of labor, management and the government.

Agnew Credit: 2

Industrial Education 535 *Problems in Industrial Education*

Prerequisite: Education 510

Identification, selection, and completion of a problem in Industrial Education, culminating in a Plan B paper.

Staff Credit: 2

Industrial Education 536 *Problems in Vocational Education*

Prerequisite: Education 510

Identification, selection, and completion of a problem in Vocational Education, culminating in a Plan B paper.

Rudiger Credit: 2

Industrial Education 537 *Curriculum Procedures III*

The principles of secondary school curriculum planning based on major educational movements and philosophies. Aims and objectives of major subject areas analyzed with major emphasis on industrial education.

Sem. I, SS Credit: 2

Rudiger, Wall

Education 568 *Curriculum Procedures II (Analysis Techniques for Instructors)*

Not available to persons who have had Education 234 or Education 235. Study of analysis of occupations for instructional purposes and for personnel work. Jobs, operations, information topics, blocking, custom trades, service trades, checking levels, progression factors defined. Development of a complete analysis of an occupation for instructional use.

Sem. II Credit: 2

Christianson, Rudiger

## HOME ECONOMICS

## GENERAL

Home Economics 100 *Orientation*

An orientation course concerned with typical college problems—personal, social, professional, and vocational guidance in the field or home economics.

Sem. I

Credit: 0

Kirk

Home Economics 465 *Field Study in Home Economics*

Study tour introducing students to national and international centers of influence in art, clothing, education or food; a broad understanding of cultures.

SS

Credit: 3-6

Van Ness

## CLOTHING AND TEXTILES

Home Economics 102 *Fundamentals of Clothing*

Fundamentals of clothing construction.

Sem. I, II (1-4)

Credit: 3

Staff

Home Economics 218 *Clothing*

Prerequisite: Home Economics 102

Personal and technical problems in the selection and making of garments of wool and synthetic fabrics. Emphasis on fitting.

Sem. I, II (1-4)

Credit: 3

Staff

Home Economics 220 *Clothing Selection*

The importance of personal appearance and factors which contribute to it. Application of art principles to the selection of clothing.

Sem. I, II (2-0)

Credit: 2

Lyon

Home Economics 315 *Textiles*

Study of fibers, yarns, weaves, finishes, and design as applied to the selection of clothing and household fabrics.

Sem. I, II (2-2)

Credit: 3

Van Ness

Home Economics 325 *Principles of Merchandising*

Study of merchandise with application of fundamentals for selling, buying, and marketing procedures for the clothing industry. Supervised experience on Saturdays or one month during the vacation period included.

Sem. II (2-3)

Credit: 3

Van Allsburg

Home Economics 342 *Costume Millinery*

Prerequisite: Home Economics 102

Basic fundamentals of designing and constructing fabric, straw and felt hats; coordination of millinery and other accessories; procedures in purchasing supplies from wholesale houses.

Sem. I, II, SS (0-4)

Credit: 2

Vanek

Home Economics 412 *Applied Dress Design*

Prerequisite: Home Economics 218

Application of principles of costume design in the construction of garments by means of draping. Emphasis on individuality in costume through appropriate use of line, proportion, color, and texture.

Sem. I, II, SS (1-4)

Credit: 3

Van Ness

Home Economics 413 *Flat Pattern Design*

Prerequisite: Home Economics 218, 220

Application of principles in developing patterns of individual design from a basic foundation pattern. Fitting problems solved by using a basic pattern made in muslin.

Sem. I, SS (1-2)

Credit: 2

Lyon

Home Economics 415 *Economics of Family Clothing*

An introduction to patterns of clothing consumption, production, and distribution as they relate to the family. Individual reports and papers.

Sem. I, (3-0)

Credit: 3

Van Allsburg

Home Economics 471 *History of Costume*

Development of costume throughout the ages. Fashion as it reflects the social climate of the period; factors which influence change in fashion; qualities in style that make for lasting beauty; influence of the past on present-day costume.

Sem. II, SS (2-0)

Credit: 3

Barra

Home Economics 473 *Clothing and Textile Industry*

The study of the clothing and textile industry, its organization, promotion methods, and the interrelationship of the major factors of the industry and its markets.

Sem. I (3-0)

Credit: 3

Staff

Home Economics 500 *Tailoring*

Prerequisite: Home Economics 218 or consent of instructor

Application of tailoring techniques in the making of suits and coats. Preparation of illustrative material for teaching.

Sem. II, SS (1-4)

Credit: 3

Barra



Home Economics 505 *Clothing Today's Family*

Factors affecting family expenditures for clothing. Clothing needs as affected by various psychological, social, and economic influences. Selection, purchasing, care and budgeting of clothing. The interrelationship of producers, distributors, and consumers.

Van Ness (2-0)

Credit: 2

Home Economics 514 *Seminar in Clothing and Textiles*

Prerequisite: Teaching experience or consent of instructor

Discussion and interpretation of recent developments in clothing and textiles. Individual reports.

Sem. II, SS (2-0)

Credit: 2

Staff

Home Economics 544 *Workshop in Clothing and Textiles*

Prerequisite: Teaching experience

Opportunity for cooperative work in some aspect of clothing study.

SS (0-4)

Credit: 2

Staff

Home Economics 551 *Problems in Clothing and Textiles*

Identification, selection and completion of a paper in Clothing, Textiles and Related Art, culminating in a Plan B paper.

Barra

Credit: 2

Home Economics 572 *Advanced Textiles*

Prerequisite: Home Economics 315

Investigations and new developments in the textile field. Opportunity for individual problems.

SS (1-2)

Credit: 2

Van Ness

## FAMILY RELATIONS AND CHILD DEVELOPMENT

Social Science 326 *Marriage and the Family*

A socio-psychological study of the family designed to aid the unmarried as well as the married student. Consideration of major personal and social issues confronting the family today.

Sem. I, II

Credit: 2

Rimel

Home Economics 334 *Personality Growth and Development of the Child*

Prerequisites: Education 123 and junior standing

Study of the personality growth of the child, physically, mentally, emotionally and socially with guidance implications on the basis of growth. Observation in child development laboratory.

Sem. I, II

Credit: 3

Russell

**Home Economics 424 *Principles and Practices of Child Guidance***

Prerequisite: Home Economics 334

Study of the factors and principles involved in the personality development of the preschool child and their application to the experiences of the children in the child development laboratories. Evaluation of the literature in this field. Assist in the nursery school.

Sem. I, II (1-2)

Credit: 2

Smith

**Home Economics 427 *Workshop in Family Relationships and Mental Health***

General orientation and specialized training in leading, counseling, and instructing others in the field of family relationships and mental health. Special work groups on personal problems, the techniques of marriage counseling, and the role of the school, the home, and the church in the field of family life education.

SS

Credit: 1

Specialists in Family Life Education

**FOOD, NUTRITION, DIETETICS, AND****INSTITUTION MANAGEMENT****Home Economics 114 *Food Preparation***

Basic principles and modern techniques used in the preparation of standard food products.

Sem. I, II (3-4)

Credit: 5

Carrison, Harper, Rose

**Home Economics 212 *Family Nutrition***

Prerequisite: Home Economics 114

Scientific study of the principles of human nutrition as a basis for the selection of food for members of the family group.

Sem. I, II, SS (2-2)

Credit: 3

Meiller

**Home Economics 230 *Food Preparation***

Prerequisite: Home Economics 114

Basic standards and methods involved in the appraisal, preparation and preservation of food.

Sem. I, II (1-4)

Credit: 3

Carrison, Cotter

**Home Economics 300 *Applied Institution Management***

Prerequisite: Home Economics 308 or parallel

Preparation and service of meals in the college tea room under the direction of a student manager. Meal planning, recipe selection, economical use of materials and time, dining room management, food preparation, and cost control.

Sem. I, II, SS (1-4)

Credit: 3

Killian

Home Economics 308 *Meal Management*

Prerequisite: Home Economics 212

Planning, preparation and service of meals. Management of money and time, efficient use of equipment, consideration of nutrition needs, food habits and social customs of family groups.

Sem. I, II, SS (2-2)

Credit: 3

James

Home Economics 310 *Nutrition and Dietetics*

Prerequisites: Home Economics 212, Science 322

Fundamental principles of human nutrition applied to individual, family, community and world problems. Planning of dietaries.

Sem. I (2-2)

Credit: 3

James

Home Economics 328 *Institution Administration*

Prerequisite or parallel: Home Economics 308

Organization and administration of food service in institutions such as hospitals, schools and commercial establishments. Personnel management, cost control, sanitation and housekeeping, and layout and equipment.

Sem. II

Credit: 3

Cotter

Home Economics 418 *Diet in Disease*

Prerequisite or parallel: Home Economics 310, Science 362

Principles and methods of the use of diet as a therapeutic measure in certain abnormal conditions.

Sem. II (2-2)

Credit: 3

James

Home Economics 419 *Nutrition*

Prerequisite: Home Economics 212

Recent advances in nutrition and their significance in the selection of food for the family.

SS

Credit: 2

Meiller

Home Economics 438 *Experimental Food*

Prerequisites: Home Economics 250 and Science 125

Experimentation with selected food materials, techniques and equipment. Opportunity for directed study in an individually chosen area.

Sem. I, II (0-6)

Credit: 3

Meiller

**Home Economics 441 *Food Service Accounting***

Prerequisite: Home Economics 328

Fundamental principles of accounting. Preparation and use of accounting records, financial reports, food cost reports, and subsidiary food service records.

Sem. I

Credit: 3

Cotter

**Home Economics 442 *Advanced Food Studies***

Prerequisites: Home Economics 230 and 308

Based on the student's special interest in the field of food selection, preparation and appraisal.

Sem. II, SS (1-2)

Credit: 2

Meiller

**Home Economics 443 *School Food Service***

Prerequisite: Home Economics 308 or equivalent

Laboratory in the college food service units with emphasis on well-balanced meals, and selling qualities of food through eye appeal, flavor and quality.

SS

Credit: 2 or 3

Killian

**Home Economics 446 *Food Preservation***

Prerequisite: Home Economics 114

Application of principles of food preservation with emphasis on freezing and other modern methods.

SS

Credit: 2

Staff

**Home Economics 452 *Institution Food Preparation***

Prerequisites: Home Economics 308, 328

Theory and practice in a college food service including sanitation, cost studies, menu planning, principles of quantity food preparation and service, food receiving and storage, and use and care of equipment.

Sem. I (1-4)

Credit: 3

Cotter

**Home Economics 454 *Institution Food Purchasing***

Prerequisite: Home Economics 328

Methods of purchasing food in large quantities. Determination of standards, specific needs, and industrial offerings; formulation of specification, buying procedures, and controls.

Sem. I

Credit: 2

Cotter



Home Economics 463 *Institution Management Problems*

Prerequisite: Home Economics 328

Directed individual work in selected problems. Laboratory problems in the college food service units.

Sem. I, II (0-4 or 6)

Credit: 2 or 3

Cotter

Home Economics 476 *Nutrition Education for the Elementary Grades*

Basic nutrition for teachers of elementary school children. Specific methods, activities, experiences for the development of an integrated study of nutrition education at all levels which will make for the intelligent selection of food in the daily living of the pupil. Resource material, audio-visual aids and services applicable to this subject.

SS

Credit: 2

Meiller

Home Economics 501 *Trends in Nutrition*

Prerequisite: Home Economics 212

Practical application of recent developments in the field of nutrition.

Sem. II, SS

Credit: 2

Meiller

Home Economics 508 *Food Seminar*

Discussion and interpretation of recent developments in food preparation, food processing and food products. Choice of problems based on needs and interests of student.

SS

Credit: 2

Carrison

Home Economics 511 *Nutrition Seminar*

Prerequisite: Home Economics 308

Discussion and interpretation of recent developments in fundamental and applied nutrition. Choice of problems based on needs and interests of student.

SS

Credit: 2

Meiller

Home Economics 513 *Institution Management Seminar*

Prerequisite: Home Economics 452

Discussion and interpretation of recent developments in institution management. Choice of problems based on needs and interest of student.

SS

Credit: 2

Cotter

Home Economics 546 *Modern Methods in Food Preparation*

Prerequisites: Home Economics 230, 308

Individual development of subject matter, evaluation instruments, instructional materials and demonstration techniques.

Sem. II, SS

Credit: 2 or 3

James, Meiller

Home Economics 547 *Problems in Food and Nutrition*

Prerequisites: Education 501, 510

Identification, selection and completion of a problem in Food and Nutrition, culminating in a Plan B paper.

Sem. II, SS

Credit: 2

Meiller

Home Economics 556 *Advanced Experimental Food*

Prerequisite: Home Economics 438

Principles of research methods applied to directed individual investigations in food preparation.

SS

Credit: 3 or 4

Meiller

## HOME MANAGEMENT AND FAMILY ECONOMICS

Home Economics 317 *Consumer Information*

Study of motives in consumption; family incomes and expenditures; selection of commodities and services; buying and selling practices. Evaluation of consumer aids and investigation of local situations.

Sem. I, II (3-0)

Credit: 3

Clure

Home Economics 318 *Family Health and Home Nursing*

Necessary factors in maintaining the health of the family. Includes the Red Cross course in Home Care of the Sick. Students earn Red Cross certificate.

Sem. I, II (1-2)

Credit: 2

Trullinger

Home Economics 333 *Home Equipment and Applied Physics*

General laws and principles of physics as applied particularly to household appliances and the home. The selection, operation, uses and care of home equipment.

Sem. I, II (2-2)

Credit: 3

Clure

Home Economics 400 *Demonstration Techniques*

Prerequisite: Home Economics 230

The application of demonstration principles in planning and presenting all types of demonstrations.

Sem. I, II (0-4)

Credit: 2

Clure

Home Economics 403 *Home Management*

Prerequisite: Home Economics 308

Management of family resources for the attainment of successful family life, social aspects and adjustments of group and family living. Residence in one of the home management houses with homemaking and managerial experiences.

Sem. I, II, SS

Credit: 4

Trullinger

## RELATED ART

Art 106 *Fundamentals of Design*

Application of design principles and color theory through creative use of various materials, such as crayon, metal, paint, paper, plastic, and wood.

Sem. I, II (0-6)

Credit: 3

Williams, Wilson

Art 206 *Art Appreciation*

Development of critical judgement in evaluating traditional and contemporary art form; appreciation of art as an enrichment of everyday life. Visual aids and field trips to galleries and shops.

Sem. I (2-0)

Credit: 2

Amon, Williams

Art 332 *Advanced Design*

Prerequisite: Art 106

Further application of art principles to the home and community; decorating materials by batik, blockprinting, silk-screen, stencil; presenting educational and commercial displays attractively.

Sem. I, II (0-4)

Credit: 2

Wilson

Art 334 *Home Furnishing*

Prerequisite: Art 106

Problems involving selection of home furnishings. Color, design and materials as they apply to home planning; development of consumer discrimination.

Sem. I, II (1-4)

Credit: 3

Amon

Art 400 *Crafts*

Prerequisite: Art 106

Creative design and construction in media such as ceramics, jewelry, and weaving.

Sem. I, II (0-4)

Credit: 2

Amon, Wilson

*Art 410 Pottery*

Design and construction of pottery. Coil, slab, and mold methods; decorating, glazing and firing.

Sem. I, II (0-4)

Amon, Wilson

Credit: 2

*Art 423 Problems in Home Furnishing*

Prerequisite: Art 334

Directed experiences in special problems related to design, construction, and arrangement.

Sem. II, SS (0-4)

Amon

Credit: 2

*Art 424 Weaving*

Prerequisite: Art 106

Warping a loom; elementary and complex weaving.

Sem. I, II (0-4)

Amon

Credit: 2

*Art 430 Art History*

From ancient through modern with emphasis on most important periods and masterpieces of art. Art films and field trips.

Sem. I, II (2-0)

Williams

Credit: 2

*Art 436 Costume Design*

Prerequisite: Home Economics 218

Development of original designs for costumes, based on study of design sources.

Sem. II (0-4)

Staff

Credit: 2

*Art 448 Housing*

Prerequisite: Art 334

Housing as applied to community, lot, home, and family. Problems in cost, construction, housing materials, and architectural designing.

Sem. II (1-4)

Williams

Credit: 3

*Art 460 Creative Art*

Prerequisite: Art 106

Creating through experimentation in various art media such as crayon, metal, paint, paper, plastic, and wood.

Sem. I (0-4)

Staff

Credit: 2



Art 526 *Seminar in Related Art*

Prerequisite: Art 106

Flexible course in which the interests and needs of students are given important consideration. Fundamental material in the integration of art with home economics subject matter.

Sem. II (2-0)

Credit: 2

Amon

## INDUSTRIAL EDUCATION

Many courses in this group (shop work, drawing, and design) are nine weeks in length, meeting daily. Due to the variation in the types of content included in these courses, the following tabulation is given to indicate the time requirements for credits.

1 period per week (2)	18 weeks.	1 semester hour
2 periods per week (1)	18 weeks.	1 semester hour
3 periods per week (0)	18 weeks.	1 semester hour
6 periods per week (0)	9 weeks.	1 semester hour
10 periods per week (2)	9 weeks.	2 semester hours
12 periods per week (0)	9 weeks.	2 semester hours

(Figures in parenthesis indicate hours in preparation.)

## GENERAL

Industrial Education 100 *Orientation*

(For all freshmen)

Admission requirements, program operation, attendance regulations, credits, scholastic measurement. Analysis of characteristics of a good performance in shop or drawing courses, in professional courses, in academic courses, and as a teacher. Personnel problems in physical, social, and mental phases. Curriculum opportunities, professional requirements, trend in requirements in calls for teachers. Significance of choices available.

Sem. I

Credit: 0

Jarvis, Price

Industrial Education 253 *General Shop I*

Prerequisite: Sophomore standing

Related information and basic operations in plastics, leatherwork, art and bench metal work. Experience in industrial arts design and in personnel plans for general shop.

Qr. I, II, III, IV (0-10)

Credit: 2

Kranzusch, Sampson

Industrial Education 365 *General Shop II*

Prerequisite: Industrial Education 253

The development of projects through creative design for teaching purposes.

Qr. I, II, III, IV (0-10)

Credit: 2

Kranzusch, Sampson

**Industrial Education 542 *Advanced Technical Problems—General Shop***

Prerequisites: Education 501, six semester credits in general shop  
Advanced technical work for specialists in general shop. Recent developments, advanced technical work, experimental work, technical reports in the general shop.

Qr. I, II, III, IV (0-10)

Credit: 2-6

Swanson

**DRAFTING****Industrial Education 101 *Drafting***

Mechanical and freehand drafting techniques. Graphic representation emphasized in a number of industrial areas.

Qr. I, II, III, IV (0-10)

Credit: 2

Staff

**Industrial Education 118 *Freehand Drafting***

Prerequisite: Industrial Education 101

Sketching, rendering in numerous media and illustrating. Shading, still life, thumbnails, blackboard practice, commercial ads and layout.

Qr. I, III (0-10)

Credit: 2

Sommers, Staff

**Industrial Education 121 *Mechanical Drafting***

Prerequisite: Industrial Education 101

Instrument drafting as used in industry. Orthographic projection, developments, reproductions. Lettering, inking and basic rules of dimensioning.

Qr. II, IV (0-10)

Credit: 2

Erickson, Staff

**Industrial Education 201 *Design***

Prerequisite: Sophomore standing, Industrial Education 101 or 118 and 121.

Introduction to functional design in terms of tools, processes, and materials of industry.

Qr. I, II, III, IV (0-10)

Credit: 2

Anderson, Sommers

**Industrial Education 226 *General Drafting***

Prerequisites: Industrial Education 101 or 118 and 121

Drafting in general education. Problems in organizational patterns; flow sheets, operation diagrams, charts, graphs, and working drawing. Maps and field work. Electrical, heating and plumbing diagrams.

Qr. I, II, III, IV (0-10)

Credit: 2

Siefert, Staff

Industrial Education 227 *Machine Drafting*

Prerequisite: Industrial Education 234

Analysis of machine parts and their functions. Technical sketching, measuring techniques, drafting conventions, and standard parts. Use of technical manuals, references and handbooks.

Qr. II, IV (0-10)

Credit: 2

Siefert

Industrial Education 229 *Machine Drafting*

Prerequisite: Industrial Education 227

Analysis of motion, motion diagrams. Motion layout of threads, spur and bevel gears, worm and worm wheels and cams.

Qr. IV (0-10)

Credit: 2

Siefert

Industrial Education 231 *Architectural Drafting*

Prerequisites: Industrial Education 101 or 118 and 121

Utilization of building site, analysis of family needs, sketching of floor plans, preliminary instruments drawings, and simple estimating.

Qr. I, II, III, IV (0-10)

Credit: 2

Anderson, Erickson

Industrial Education 233 *Architectural Drafting*

Prerequisite: Industrial Education 231

Preparation of house plans to include plot plan, elevations, sectional details, and perspective. Preparation of plans for electrification, plumbing, and heating. Cost estimates.

Qr. II, IV (0-10)

Credit: 2

Anderson, Erickson

Industrial Education 234 *Mechanical Drafting*

Prerequisite: Industrial Education 121

Advanced problems in projections, sections, limit dimensions, auxiliary views, intersections, surface finishes, and developments.

Qr. I, II, III, IV (0-10)

Credit: 2

Christianson, Siefert

Industrial Education 265 *Descriptive Geometry*

Prerequisite: Industrial Education 121

The representation of points, lines and planes in relative positions. Intersections of lines with plane surfaces; intersections of surfaces; size and shape of plane areas and the development of curved surfaces.

Qr. II, IV (0-10)

Credit: 2

Sommers

Industrial Education 329 *Machine Drafting*

Prerequisite: Industrial Education 229

Production assembly drawings, inspection procedure, parts listing, Bill of Bars, corrections and revisions, jigs and fixtures, indexing and coding procedures.

Qr. IV (0-10)

Credit: 2

Siefert

Industrial Education 331 *Architectural Drafting*

Prerequisite: Industrial Education 233

Advanced residential planning; FHA Standards; national, state, local codes; problem solving by construction of models, individual research, and field trips.

Qr. II, IV (0-10)

Credit: 2

Anderson

Industrial Education 431 *Architectural Drafting*

Prerequisite: Industrial Education 331

Preparation of plans for a commercial or public building. Sketching and instrument drawings, rendering, and reference to building codes.

Qr. II, IV (0-10)

Credit: 2

Anderson

Industrial Education 433 *Machine Drafting*

Prerequisite: Industrial Education 329

Analysis of patent drafting; technical and legal consultation; preliminary sketch and drawings; indentures, expressions, and final drafts.

Qr. IV (0-10)

Credit: 2

Siefert

Industrial Education 541 *Advanced Technical Problems—Drafting*

Prerequisites: Education 501, six semester credits in Drafting field, consent of Head of Drafting Department

Advanced technical work for specialists in the drafting field. Recent developments, advanced technical work, experimental work and technical reports in drafting.

Qr. I, II, III, IV

Credit: 2-6

Anderson

Industrial Education 563 *Design in Industrial Education*

Prerequisites: Industrial Education 118 and 121

Survey of current design theories and literature; design procedure and evaluation; design implementation in the laboratory; specialized instruction and experiences in representational drafting techniques.

SS

Credit: 2

Sommers



## ELECTRICAL WORK

Industrial Education 206 *Electricity*

Essentials of electricity. Static electricity, current electricity, cells and batteries, series and parallel circuits, electric power, magnetism and electromagnetism, measuring instruments, alternating current principles, generator principles, and rectification of alternating current.

Qr. I, II, III, IV (0-10)

Credit: 2

Ortley, Ruehl, Spinti

Industrial Education 343 *General Electricity*

Prerequisite: Industrial Education 206

Application of fundamental principles of electricity to residential wiring, fractional horse power, A.C. motors, wireless communications, and industrial electronic circuits. Basic principles of semiconductors.

Qr. I, II, III, IV (0-10)

Credit: 2

Ortley, Ruehl, Spinti

Industrial Education 345 *Industrial Electricity*

Prerequisite: Industrial Education 343

Major electric motor maintenance and repair; magnetic circuits, poly-phase transformers, motors, and controllers; A.C. power and power factor correction.

Ruehl, Spinti (0-10)

Credit: 2

Industrial Education 347 *Radio I*

Prerequisite: Industrial Education 343

Construction, testing, trouble shooting and repair of superhetrodyne A.M. receivers. Fundamental principles of transmitters and antenna systems. Code proficiency to five words per minute.

Ruehl, Spinti (0-10)

Credit: 2

Industrial Education 357 *Radio II*

Prerequisite: Industrial Education 347

Principles of trouble shooting, testing and repair of frequency modulation and television receivers. Design and construction of electronic projects.

Ruehl (0-10)

Credit: 2

Industrial Education 439 *Applied Electronics*

Prerequisite: Industrial Education 347

Advanced study of electronic circuits as applied to the control of industrial and commercial processes. Project construction.

Ruehl (0-10)

Credit: 2

Industrial Education 544 *Advanced Technical Problems—Electricity*

Prerequisite: Education 501, six semester credits in Electrical field, consent of Head of Electricity Department

Advanced technical work for specialists in the electrical field. Recent developments, advanced technical work, experimental work, and technical reports in electricity.

Qr. I, II, III, IV (0-10)

Credit: 2-6

Ruehl, Spinti

## METALWORKING

Industrial Education 102 *Metalworking*

Technical information and fundamental operations in machine shop. Exploratory experiences in welding, sheet metal, and foundry.

Qr. I, II, III, IV (0-10)

Credit: 2

Gerber, Halfin, Wiehe

Industrial Education 210 *Sheet Metal*

Prerequisite: Industrial Education 102

Fundamental machine and hand tool operations, soldering, pattern development, and related information topics. Discussions on manufacturing and purchasing of equipment and supplies.

Qr. I, II, III, IV (0-10)

Credit: 2

Amthor, Kufahl

Industrial Education 235 *Machine Shop*

Prerequisite: Industrial Education 102

Sharpening of lathe tools, drill bits, and milling cutters. Grinding externally, internally, flat surfaces, and with tool post grinder; gear cutting on the milling machine; thread cutting and boring on a lathe; layout techniques; heat-treating.

Qr. I, II, III (0-10)

Credit: 2

Gerber, Halfin, Wiehe

Industrial Education 237 *Machine Shop*

Prerequisite: Industrial Education 235

Designing, planning, and building projects involving both basic and advanced machine tool operations. Tool making problems.

Qr. II, IV (0-10)

Credit: 2

Gerber, Wiehe

Industrial Education 239 *Sheet Metal*

Prerequisite: Industrial Education 210

Advanced pattern development involving parallel line, radial line, and triangulation. Shop practice in sheet metal work. Care and maintaining of sheet metal equipment.

Qr. I, II, III, IV (0-10)

Credit: 2

Amthor, Kufahl

Industrial Education 544 *Advanced Technical Problems—Electricity*

Prerequisite: Education 501, six semester credits in Electrical field, consent of Head of Electricity Department

Advanced technical work for specialists in the electrical field. Recent developments, advanced technical work, experimental work, and technical reports in electricity.

Qr. I, II, III, IV (0-10)

Credit: 2-6

Ruehl, Spinti

## METALWORKING

Industrial Education 102 *Metalworking*

Technical information and fundamental operations in machine shop. Exploratory experiences in welding, sheet metal, and foundry.

Qr. I, II, III, IV (0-10)

Credit: 2

Gerber, Halfin, Wiehe

Industrial Education 210 *Sheet Metal*

Prerequisite: Industrial Education 102

Fundamental machine and hand tool operations, soldering, pattern development, and related information topics. Discussions on manufacturing and purchasing of equipment and supplies.

Qr. I, II, III, IV (0-10)

Credit: 2

Amthor, Kufahl

Industrial Education 235 *Machine Shop*

Prerequisite: Industrial Education 102

Sharpening of lathe tools, drill bits, and milling cutters. Grinding externally, internally, flat surfaces, and with tool post grinder; gear cutting on the milling machine; thread cutting and boring on a lathe; layout techniques; heat-treating.

Qr. I, II, III (0-10)

Credit: 2

Gerber, Halfin, Wiehe

Industrial Education 237 *Machine Shop*

Prerequisite: Industrial Education 235

Designing, planning, and building projects involving both basic and advanced machine tool operations. Tool making problems.

Qr. II, IV (0-10)

Credit: 2

Gerber, Wiehe

Industrial Education 239 *Sheet Metal*

Prerequisite: Industrial Education 210

Advanced pattern development involving parallel line, radial line, and triangulation. Shop practice in sheet metal work. Care and maintaining of sheet metal equipment.

Qr. I, II, III, IV (0-10)

Credit: 2

Amthor, Kufahl

Industrial Education 241 *Sheet Metal*

Prerequisite: Industrial Education 239

Cabinet work involving direct layout, with extensive work on the cornice brake. Spot welding, air gun riveting. Study selection and purchasing of supplies.

Qr. IV (0-10)

Credit: 2

Amthor, Kufahl

Industrial Education 243 *Foundry*

Instructional units in molding applied in bench and floor mold; core making. Melting and pouring brass and aluminum.

Face, Kufahl (0-10)

Credit: 2

Industrial Education 333 *Sheet Metal*

Prerequisite: Industrial Education 102, Junior or Senior standing

Operations in raising, forming, stretching, shrinking, spinning, chasing, seaming, etching, coloring. Projects using copper, brass, and aluminum. Silver and aluminum brazing. Related information topics.

Qr. IV (0-10)

Credit: 2

Amthor, Kufahl

Industrial Education 335 *General Metal*

Prerequisite: Industrial Education 113

General shop of the trade group type. Organization layout, equipment, management, uses of instructional material, selected projects in arc welding, forging, heat treating, machine shop, oxyacetylene welding and cutting.

Qr. I, II, III, IV (0-10)

Credit: 2

Halfin, Klatt

Industrial Education 355 *General Metal*

Prerequisite: Industrial Education 455

Advanced work in arc welding, oxyacetylene welding power hammer work, and heat treating. Study of new machines, tools, metals, and manufacturing.

Klatt (0-10)

Credit: 2

Industrial Education 435 *Machine Shop*

Prerequisite: Industrial Education 237

Problems in tool making, selection of appropriate instructional tools and materials. Student demonstrations.

Qr. II, IV (0-10)

Credit: 2

Gerber, Wiehe



**Industrial Education 455 *Oxyacetylene Welding***

Prerequisite: Industrial Education 335

Operation of generators, manifolds, tanks, gauges and torches. Welding of all common metals; hand and machine cutting of steel; testing and checking; technology of materials.

Qr. I, II, III, IV (0-10)

Credit: 2

Halfin, Klatt

**Industrial Education 457 *Electric Arc Welding***

Prerequisite: Industrial Education 335

Characteristics and operation of several kinds of arc welding equipment. Preparation of joints, striking and manipulation of the arc in various weld positions, welding of the common metals, symbols, types of electrodes, hand and machine cutting, destructive and non-destructive testing of welds.

Qr. I, II, III, IV (0-10)

Credit: 2

Halfin, Klatt

**Industrial Education 461 *Tool and Die Making***

Prerequisites: Industrial Education 237, 239, and for graduate students, Education 501

Operations and related technical information units for selecting examples of single station cutting dies; drawing, expanding, non-cutting, assembling, progressive, and finishing dies; permanent molds. Layout work, methods of fabrication and machine tool operations involved will be planned by the student.

Qr. IV (0-10)

Credit: 2

Klatt

**Industrial Education 462 *Maintenance of Metalworking Equipment***

Prerequisites: Industrial Education 235, 445

Practice in installation, preventive maintenance, and repair of machine tool equipment. Sharpening of cutting tools; maintaining an adjustment and lubrication schedule; ordering repair parts and supplies; storage and arrangement of tools and supplies.

Qr. I, II, III, IV (0-10)

Credit: 2

Gerber, Halfin, Wiehe

**Industrial Education 545 *Advanced Technical Problems—Metals***

Prerequisites: Education 501, six semester credits in Metals field, consent of Head of Metals Department

Advanced technical work, for specialists in the metals field. Recent developments, advanced technical work, experimental work, and technical reports in metals.

Qr. I, II, III, IV

Credit: 2-6

Staff

## PHOTOGRAPHY

Industrial Education 205 *Elementary Photography*

Picture taking, film developing, printing and enlarging. Basic technical skills and composition emphasized. Each student required to provide camera and photographic film. Chemicals and photographic paper supplied.

Qr. I, II, IV, SS (0-10)

Credit: 2

Barnard, McMurtrie

Industrial Education 405 *Advanced Photography*

Prerequisite: Industrial Education 205

Advanced techniques in monochromatic photography and the fundamentals of color photography including color film development and color printing. Students required to provide suitable cameras. Chemicals and photographic paper supplied.

Qr. II (0-10)

Credit: 2

Barnard

## POWER MECHANICS

Industrial Education 202 *Mechanics*

Principles of construction, care and use of basic tools and machines. Units of instruction in power devices, transmissions, clutches, cams, bearings, gears and pumps.

Qr. I, II, III, IV (0-10)

Credit: 2

Morical

Industrial Education 242 *General Motor Mechanics*

Internal combustion engines. Suspensions and steering, fuel systems, carburetion, ignition systems, power trains. Application to vehicles of transportation.

Morical (0-10)

Credit: 2

Industrial Education 245 *Auto Mechanics*

Prerequisites: Industrial Education 113, 119

Repair of the automobile body and accessories. Fender and body repairing, refinishing, interior trim repairing, wheel alignment, wheel balancing, servicing, adjusting or repairing units of the chassis.

Morical (0-10)

Credit: 2

Industrial Education 247 *Auto Mechanics*

Auto and small two and four cycle engine rebuilding and tune-up; servicing and repairing engine accessories. Reboring and honing cylinders; fitting pistons, rings, and piston pins; grinding, seating, and testing valves; repairing and adjusting carburetors.

Morical (0-10)

Credit: 2

Industrial Education 341 *Auto Mechanics*

Prerequisite: Industrial Education 119

Principles of operation, adjustments and repair of the various types of circuits, operation, units, and storage batteries. Testing lighting circuits, generators, voltage regulators, distributors. Diagnosing, locating, and repairing electrical troubles on live cars.

Moral (0-10)

Credit: 2

Industrial Education 451 *Auto Mechanics*

Prerequisite: Education 408b

Equipment and management problems for prospective teachers of auto mechanics. Practice in installation, preventive maintenance, and repair of diagnostic equipment and machines. Selecting, acquiring and organizing teaching material.

Moral (0-10)

Credit: 2

Industrial Education 547 *Advanced Technical Problems—Power and Transportation*

Prerequisite: Education 501, six semester credits in the power and transportation field, consent of Head of Power and Transportation Department.

Advanced technical work for specialists in the power and transportation field. Recent developments, advanced technical work, experimental work, and technical reports in power and transportation.

Qr. I, II, III, IV (0-10)

Credit: 2-6

Moral

## PRINTING

Industrial Education 117 *Printing*

Basic fundamentals of printing processes. Elements of composition, imposition, platen presses, block cutting, silk screen, mimeographing, spirit duplicating and binding.

Qr. I, II, III, IV, SS (0-10)

Credit: 2

Axelsen, Gray, Schemansky, Whydowski

Industrial Education 255 *Advanced Printing*

Prerequisite: Industrial Education 459

Problems in composition, stonework, and platen press work. Introduction to commercial problems and jobs; typographical design.

Qr. III, SS (0-10)

Credit: 2

Axelsen

Industrial Education 257 *Machine Composition*

Prerequisite: Industrial Education 255, consent of Head of Graphic Arts Department

The mechanism, care and operation of linecasting machines. Keyboard operation and mechanical adjustments.

Qr. I, IV (0-10)

Credit: 2

Axelsen

Industrial Education 259 *School Publications*

Prerequisite: English 102b

Production of school newspapers, magazines, and annuals. Elements of journalism and the application from the viewpoint of the adviser. *The Stoutonia*, the college weekly newspaper, used as laboratory.

Qr. I (0-10)

Whydotski

Credit: 2

Industrial Education 351 *Printshop Mechanics*

Prerequisites: Industrial Education 255, 376

Adjustment and care of machines in the school and job shop.

By arrangement Qr. I, II, III, IV (0-10)

Axelsen

Credit: 2 or 4

Industrial Education 359 *Cooperative Industrial Printing I or II*

Prerequisite: Industrial Education 255, 376

Production at the college press under shop conditions. One hundred clock hours of actual production experience in college press required for two semester hours of credit.

By arrangement Qr. I, II, III, IV

Axelsen, Schemansky, Whydotski

Credit: 2 or 4

Industrial Education 361 *Printing Design*

Type design, commercial layouts, colors, papers, cover design, folders, and booklets. Application of design in printing.

Qr. II (0-10)

Whydotski

Credit: 2

Industrial Education 363 *General Graphic Arts*

Basic reproductive processes in graphic arts. Wood and resilient block cutting, lithography, etching, silk screen, engraving, and bookbinding.

Qr. I, II, III, IV SS (0-10)

Gray, Schemansky

Credit: 2

Industrial Education 370 *General Bookbinding*

Prerequisite: Industrial Education 363 or consent of Head of Graphic Arts Department

Basic fundamentals of the binding and repair of books. Instruction in the making of binding equipment and the use of materials obtained from local sources.

Qr. I, II, III, IV, SS (0-10)

Whydotski

Credit: 2

Industrial Education 374 *Offset Lithography*

Basic course in Offset Lithography including units in camera work, plate making, and press work.

Qr. I, III, SS (0-10)

Schemansky, Whydotski

Credit: 2



Industrial Education 376 *Advanced Lithography*

Prerequisite: Industrial Education 374

Continuation of Industrial Education 374. Preparation of intricate copy, stripping of negatives in plate making, and preparation of copy for multiple color work.

Qr. II, IV, SS (0-10)

Credit: 2

Schemansky, Whydotski

Industrial Education 449 *Printing Economics*

Shop organization and management, purchasing of equipment and supplies, shop layouts, and cost estimates.

Qr. III (0-10)

Credit: 2

Whydotski

Industrial Education 459 *Presswork*

Operation and adjustment of platen and cylinder presses, automatic feeders, lockup, imposition and makeready. Printability of papers, inks, and engravings. Operation and adjustment of bindery equipment.

Qr. II (0-10)

Credit: 2

Axelsen, Schemansky

Industrial Education 543 *Advanced Technical Problems—Graphic Arts*

Prerequisite: Education 501, six semester credits in Graphic Arts field, consent of Head of Graphic Arts Department.

Advanced technical work for specialists in the graphic arts field. Recent developments, advanced technical work, experimental work, and technical reports in graphic arts.

Qr. I, II, III, IV (0-10)

Credit: 2-6

Whydotski

## WOODWORKING

Industrial Education 103 *Woodworking*

Job planning, technical information, and fundamental operations in hand and machine woodworking, and wood finishing.

Qr. I, II, III, IV (0-10)

Credit: 2

Staff

Industrial Education 107 *Hand Woodworking*

Prerequisite: Industrial Education 103

Advanced hand woodworking. Development of beginning projects in woodworking.

Qr. I, II, III, IV (0-10)

Credit: 2

Staff

Industrial Education 116 *General Woodworking*

Prerequisite: Industrial Education 103

General shop organization. Upholstery, carpentry, and wood turning.

Qr. I, II, III, IV (0-10)

Credit: 2

Duren, Olsen

Industrial Education 131 *Machine Woodworking*

Prerequisite: Industrial Education 103

Job planning, technical information, and advanced operations in machine woodworking.

Qr. I, II, III, IV (0-10)

Credit: 2

Duren, Dyas, Hinckley, Piersall

Industrial Education 203 *Plastics*

Prerequisite: Sophomore standing

Job planning, technical information, and operations in plastics, including molding, casting, thermoforming, fabrication, and finishing.

Qr. I, II, III, IV (0-10)

Credit: 2

Hinckley, Swanson

Industrial Education 209 *General Finishing*

Prerequisite: Industrial Education 103

Technical information and application of finishes to various materials. Color theory, spraying, baking, drying, polishing, spot finishing, and re-finishing.

Qr. I, II, III, IV (0-10)

Credit: 2

Soderberg

Industrial Education 215 *Cabinet Work I*

Prerequisite: Industrial Education 311

Must be taken in conjunction with Industrial Education 312. Problem solving and advanced technical information. Student designs major project develops job plan and evaluative devices, and begins project construction.

Qr. I, (0-10)

Credit: 2

Duren, Dyas

Industrial Education 219 *Carpentry I*

Prerequisite: Industrial Education 103

Technical information and problems in light frame house construction, including simple roofs. Actual construction of buildings.

Qr. I, II, III, IV (0-10)

Credit: 2

Olsen

Industrial Education 221 *Painting and Decorating*

Prerequisite: Industrial Education 209

Application of color theory, color mixing, graining, stenciling, marbling, mottling, stippling, spot finishing, texturing, dry wall construction, and other wall finishes.

Qr. IV (0-10)

Credit: 2

Soderberg

Industrial Education 225 *Patternmaking I*

Prerequisite: Industrial Education 103

Patternmaking from wood, plaster, and plastics for casting in iron, brass, and aluminum. Patterns involving solid, split, and segmental construction. Core boxes where needed.

Qr. I, II, III, IV (0-10)

Credit: 2

Hinckley

Industrial Education 246 *Upholstery*

Prerequisite: Industrial Education 103

Job planning and technical information. Wood foundation, webbing, arch and coil spring construction and repair. Frames furnished by student.

Qr. IV (0-10)

Credit: 2

Olsen

Industrial Education 311 *Design in Woodwork*

Prerequisite: Industrial Education 131

Product design and development, group work in designing and mass producing a product.

Qr. I, II, III, IV (0-10)

Credit: 2

Swanson

Industrial Education 312 *Cabinet Work II*

Prerequisite: Industrial Education 215

Must be taken in conjunction with Industrial Education 215. Further advanced problems and technical information. Professional aspects of teaching woodworking. Completion of project begun in Industrial Education 215.

Qr. II, IV (0-10)

Credit: 2

Duren, Dyas

Industrial Education 319 *Carpentry II*

Prerequisite: Industrial Education 219

Technical information and advanced problems of roof framing, cornice construction, exterior finish. Actual work on buildings.

Qr. IV (0-10)

Credit: 2

Olsen

Industrial Education 325 *Patternmaking II*

Prerequisite: Industrial Education 225, 243

Advanced wood patternmaking including segment, stave cant, and gear work. Development of plaster and plastic patterns. Foundry experience.

Qr. II, IV (0-10)

Credit: 2

Hinckley

Industrial Education 421 *Carpentry III*

Prerequisite: Industrial Education 319

Technical information and problems in interior finish, cabinet installation, stair construction. Actual work on buildings.

Qr. IV (0-10)

Credit: 2

Olsen

Industrial Education 440 *Plastics II*

Prerequisite: Industrial Education 203

Technical information and product development. Construction of molds and forms for molding, casting, laminating, and thermoforming.

Qr. I, II, III, IV (0-10)

Credit: 2

Hinckley Swanson

Industrial Education 464 *Tool and Machine Conditioning*

Prerequisite: Industrial Education 131

Technical information on woodworking equipment, cutting theory, safety, and shop setup. Maintenance of woodworking machines, saw fitting, and general hand tool fitting.

Qr. I, III (0-10)

Credit: 2

Dyas, Swanson

Industrial Education 546 *Advanced Technical Problems—Woodworking*

Prerequisite: Education 501, six semester credits in Woodworking, consent of Head of Woodworking Department.

Advanced technical work for specialists in the woodworking field. Recent developments, advanced technical work, experimental work, and technical reports in woodworking.

Qr. I, II, III, IV (0-10)

Credit: 2-6

Swanson

## INDUSTRIAL TECHNOLOGY

Industrial Education 290 *Industrial Management*

Introduction to the problems and elements of industrial management.

Sem. I, II

Credit: 2

Sommers

Industrial Education 400 *Quality Control*

Prerequisite: Industrial Education 290

Establishment of quality standards, inspection, principles, and organization; application of sampling methods and theory; corrective action.

Sem. I, II

Credit: 2

Sommers

Industrial Education 408 *Cooperative Industrial Assignment*

Prerequisites: Industrial Education 290, Industrial Technology major and completion of ninety-six credits.

Supervised employment in industry. Assignments individually arranged by Stout State College and the cooperating industry. Written reports required.

Sommers

Credit: 2



Industrial Education 410 *Production Control*

Prerequisite: Industrial Education 290

Introduction to industrial plant operation; production planning and control. Forecasting, inventory control. Production requirements; routing, scheduling and coordination of production.

Sem. II

Credit: 2

Sommers

## LIBERAL ARTS AND SCIENCES

## ENGLISH AND JOURNALISM

## English

English 102a *English Composition*

A basic course designed to train students in effective use of English. Emphasis on sentence and paragraph construction.

Sem. I, II

Credit: 3

Fleming, Brown, Friedrich, Hakala, Mayne, Phelps, Rathke, Sather

English 102b *English Composition*

A continuation of English 102a. Designed to increase effectiveness in writing. Emphasis on techniques and preparation of the research paper, including taking notes, making bibliography, organizing and limiting material, and acknowledging sources by proper documentation.

Sem. II

Credit: 3

Fleming, Brown, Friedrich, Hakala, Mayne, Phelps, Rathke, Sather

English 216 *English Literature*

Prerequisite: English 102b

A chronological survey of English prose and poetry from Beowulf to Hardy.

Sem. I, II

Credit: 3

Byrns, Staff

English 346 *Expository Writing*

Prerequisite: English 102b

The writing of short reports, definitions, directions, book reviews, and a documented investigative paper.

Sem. I, II

Credit: 3

Byrns, Staff

English 348 *American Literature*

Prerequisite: English 102b

A chronological survey of American prose and poetry from Franklin to Frost.

Sem. I, II

Credit: 3

Byrns, Staff

English 402 *Fiction*

Prerequisite: English 102b

An understanding of fiction achieved through the reading and discussion of representative novels of the nineteenth and twentieth centuries.

Byrns, Staff

Credit: 2

English 404 *Poetry*

Prerequisite: English 102b

Works or representative American and English poets of the late nineteenth and twentieth centuries.

Byrns, Staff

Credit: 2

English 406 *Shakespeare*

Prerequisite: English 102b

Representative plays of Shakespeare. Critical reading of four plays and class discussion of six plays.

Byrns, Staff

Credit: 2

## Journalism

English 306 *Journalism*

Prerequisite: English 102b

Theory and practice of news gathering and reporting, journalistic style, copy and proof reading. Discriminative newspaper reading; the history of journalism, libel.

Sem. I

Fleming, Phelps

Credit: 2

English 410 *Writing and Selling Feature Articles*

Prerequisite: English 102b

Practice in techniques of writing and selling feature articles for appropriate markets. Students are required to submit articles for potential publication.

Sem. II

Credit: 2

Fleming, Phelps

English 415 *Technical Writing for Home Economics*

Prerequisite: English 346 or consent of instructor

An overview of specialized writing done by home economists in business. Experience in preparing reports, letters, and other appropriate materials.

Sem. II, SS

Fleming

Credit: 3

English 416 *Technical Writing for Industry*

Prerequisite: English 346 or consent of instructor

A survey of the type of writing current in industry. Writing of business reports and other materials.

Sem. II, SS

Fleming

Credit: 3

English 425 *Copy Editing and Preparation*

Prerequisite: Industrial Education 117 or consent of instructor

Development of skill in expanding and reducing written materials. Experience in copy reading, proof reading, headlines.

Qr. I

Credit: 2

Phelps

Education 479 *Public Relations*

Defines the publics, objectives, and media of public relations in industry and education. Provides practice with such tools as news stories, features, etc. Each student carries out an actual publicity program in the community.

Sem. I, SS

Credit: 2

Fleming

## MATHEMATICS

Mathematics 209 *College Algebra*

Fundamental operations and problems in college algebra, including logarithms and the slide rule.

Sem. I, II

Credit: 4

Harbour, Kubly, Reneson, Rue, Teeters, Watson

Mathematics 210 *College Algebra*

Prerequisite: Mathematics 209

Continuation of College Algebra beginning with quadratics and continuing through the binomial theorem, progression, inequalities, probability, determinants, and permutations and combinations.

Sem. I, II

Credit: 2

Staff

Mathematics 213 *Trigonometry*

Prerequisite: Mathematics 209

Introduction to the elements of trigonometry and the solution of the right and oblique triangle. Slide rule and logarithmic calculations in solving practical problems. One field problem in the use of the transit.

Sem. I, II

Credit: 3

Harbour, Kubly, Reneson, Rue, Teeters, Watson

Mathematics 216 *College Geometry*

Prerequisite: Mathematics 213

Classical and constructive treatment of selected material to provide experience in giving independent demonstrations. Two and three dimensional figures, linkage instruments, spherical geometry.

Qr. III

Credit: 2

Harbour, Kubly, Reneson, Rue

Mathematics 220 *Spherical Trigonometry*

Prerequisite: Mathematics 216

The solution of the spherical triangle and its application to navigation.

Qr. I

Credit: 2

Harbour, Kubly, Reneson

Mathematics 314 *Analytical Geometry*

Prerequisite: Mathematics 213

Algebraic treatment of geometry. A graphical analysis of the straight line, the circle, and conic sections in general.

Qr. II, IV

Credit: 3

Harbour, Kubly, Rue

Mathematics 315a *Calculus*

Prerequisite: Mathematics 314

A study of functions, limits, continuity, bounds, sets, the derivative of a function, applications of the derivative, and the derivative applied to the trigonometric function, the inverse trigonometric function and exponential and logarithmic functions.

Sem. I

Credit: 4

Kubly, Rue

Mathematics 315b *Calculus*

Prerequisite: Mathematics 315a

Continuation of Calculus beginning with the antiderivative and continuing with integration taking up the techniques, theory, and applications and including some of the additional topics studied in Calculus.

Sem. II

Credit: 4

Kubly, Rue

## MUSIC

The objective of the Stout music department is to provide musical experience and opportunities for the development of understanding and appreciation of music. The study of this art not only enhances intellectual acumen but also provides aesthetic enjoyment and aids in the development of social coordination through group effort. The organizations seek to further the interests of musical culture and entertainment, and to enhance the spirit and character of the college.

The organizations are open to any student in the college who can qualify and may be taken for credit or participated in as activities. All students are invited to attend concerts and may elect music courses and organizations for college credit for a total of four semester hours. Not more than one credit per semester may be earned in performing organizations.

Music 134 *Rudiments of Music*

An integrated survey course in the fundamentals of musicianship. Sol-feggio, practical harmony, history, notation, conducting, arranging, basic principles of music education, acoustics, appreciation and aesthetics

Odegard Credit: 1



**Music 165 *Glee Club***

Testing and classification of voices, basic principles of good choral technique. Provides the training necessary for membership in the Symphonic Singers.

Odegard

Credit: 0

**Music 166 *Marching Band***

Prerequisite: Satisfactory high school record in instrumental music.

Fundamentals of marching and playing. Performance at all parades and football games. Marching band is allowed to substitute for Physical Education during the year or years in which Physical Education is required. The credit given shall be Physical Education credit and the grade given shall be an average of the first semester band grade and the second quarter Physical Education grade. Men are limited to one-half credit of Physical Education credit in such a manner, women one credit.

Qr. I

Credit: 1/2 per quarter

Odegard

**Music 168a *Voice Class***

Prerequisite: Music 165 or equivalent

Study of voice production, principles of singing and song materials.

Odegard

Credit: 0

**Music 168b *Class Instruction in Band and Orchestra Instruments***

Prerequisite: Music 166 or equivalent

A practical course in problems relating to embouchure, tone production, mechanics of the instrument, fingering and tonguing technique and musicianship.

Odegard

Credit: 0

**Music 234 *Advanced Topics of Music***

Prerequisites: Music 134 and membership in Symphonic Singers or Band

A continuation of Music 134, with considerable freedom of specialization according to individual needs, interests and ability.

Odegard

Credit: 1

**Music 266 *The Stout Concert Band***

Prerequisite: Music 166 or special audition

Fundamentals of musical expression, tone production and quality, and special problems of technique. Formal concerts and radio broadcasting. Each spring a group of about 100 instrumentalists and vocalists are selected for the annual spring tour.

Odegard

Credit: 1 per year

**Music 267 *The Stout Symphonic Singers***

Membership by audition only.

Advanced choral techniques, reading and analysis of choral music of all types and periods. Some work with instrumental accompaniment. Each spring a group of about 100 vocalists and instrumentalists are selected for the annual spring tour.

Odegard

Credit: 1 per year

**Music 268 *Solo and Ensemble***

Prerequisites: Music 267 and approval of director

Coaching of advanced performers, both vocal and instrumental, for public performance and radio work.

Odegard

Credit: 1 per year

**Music 290 *Public School Music***

Prerequisites: Music 234 and membership in Symphonic Singers

The fundamentals of public school music, with special emphasis on the methods, materials and administration of music in the elementary and secondary school.

Odegard

Credit: 1

## PHYSICAL EDUCATION AND COACHING

### Men

If an excuse or deferment from Physical Education is necessary for health reasons, the student must report to the college physician for temporary or permanent excuse. Permanent excuses must be filed in the Office of the Registrar as well as in the Office of Physical Education.

If a student on his first entrance at Stout requests exemption from the physical education program, such request must be made to the Dean of the School of Industrial Education.

Entering students over 21 years of age (at date of first entrance) are exempt from the physical education requirement.

Transfer students must abide by the above regulation. Credit is extended on the basis of the student's transcript.

The Physical Education requirement for any quarter can be met by becoming a bona-fide member of a regular athletic squad during that quarter. Registration cards must be made by all reporting for athletic competition for credit. Athletic competition does not supplant the swimming requirements.

**Physical Education 101 *Personal Health***

Personal and general hygiene for the improvement of living. Considers health in terms of life values. Standard First Aid Certification, American Red Cross granted.

Sem. I, II

Credit: 1

Johnson, Sparger

**Physical Education 127a *Physical Education I***

Physical Education is required for all men for the first two semesters. Activities: beginning swimming, intermediate swimming, senior lifesaving, archery, basketball, speedball, touch football, calisthenics and physical proficiency tests, wrestling, football and basketball (intercollegiate).  
Sem. I Credit: 1

Bostwick, Johnson, Sparger

**Physical Education 127b *Physical Education II***

Continuation of Physical Education 127a. Activities: swimming, instructors' swimming, archery, basketball, badminton, bowling, table tennis, tumbling, gymnastics, volleyball, softball, calisthenics and physical proficiency tests, basketball (intercollegiate), baseball (intercollegiate), wrestling, golf, tennis and track (intercollegiate).  
Sem. II Credit: 1

Bostwick, Johnson, Sparger

**Physical Education 150 *Principles of Physical Education***

The principles of physical education based on scientific facts and expression of educational ideals. Aims and objectives of physical education as applied to various school levels.  
Sem. II (even years) Credit: 2  
Johnson

**Physical Education 220 *Gymnastics***

Elements of gymnastic tumbling and the use of gymnastic apparatus as a part of a modern program of physical education.  
Sem. I Credit: 2  
Bostwick

**Physical Education 225 *First Aid and Athletic Training***

Prerequisite: Physical Education 101  
Application of the principles and practice of the American Red Cross first aid; theory and practice of principles and techniques underlying athletic training and conditioning.  
Sem. I Credit: 2  
Sparger

**Physical Education 227 *Advanced Swimming***

Prerequisites: Physical Education 127a and 127b  
Advanced swimming skills. American Red Cross Lifesaving and Water Safety Instructors' Course in the teaching of swimming and water safety.  
Sem. I Credit: 2  
Johnson

**Physical Education 325 *Recreational Leadership***

Objectives, principles, methods and content of a recreational program. Problems of facilities, equipment, and leadership. Organization and administration of a recreational program for various age levels.  
Sem. I (odd years) Credit: 2  
Johnson

**Physical Education 350 *Individual and Dual Sports***

History and theories of play. Rules and regulations of individual and dual sports. Badminton, tennis, table tennis, bowling, golf, archery, horseshoes, and practice of the various skills.

Sem. II

Credit: 2

Sparger

**Physical Education 450 *Organization and Administration of Physical Education***

Prerequisite: Physical Education 127a and b

The problems that arise in everyday experience of the instructor in physical education. The relationship of physical education to general education; objectives of physical education, utilization, planning and care of facilities and equipment; time allotment, classification of activities and children leadership organization, supervision, routine procedures.

Sem. II (even years)

Credit: 2

Johnson

**Physical Education 455 *Team Sports***

Course is designed to give teaching knowledge and fundamentals of the following sports: touch football, soccer ball, field softball, speedball, volleyball, and games leading up to team sports.

Sem. II

Credit: 2

Bostwick

**Physical Education 460 *Coaching***

Fundamentals and methods of teaching and coaching football and baseball. Specific techniques analyzed. Definite plan of offense and defense presented. Rules, practice schedules, fundamentals, theories and their application for football and baseball.

Sem. I

Credit: 2

Bostwick

**Physical Education 470 *Coaching***

Fundamentals and methods of teaching and coaching basketball and track. Specific techniques analyzed. Definite plan of offense and defense presented. Rules, practice schedules, fundamentals, theories and their application for basketball, track and field events.

Sem. II

Credit: 2

Bostwick, Melrose

**INTRAMURAL ATHLETICS**

A complete program of all seasonal sports consisting of an "Athletics for All" aim is available to all students. Organized tournaments are conducted during the year in archery, badminton, basketball and basketball free throw, bowling, fly and bait casting and spinning, trap and skeet shooting, golf, horseshoes, riflery, shuffleboard, softball, swimming, table tennis, tennis,



touch football, volleyball and track. Varsity letter winners are not eligible to participate in the sport in which they have lettered. The facilities and equipment of the Physical Education Department are available to students for recreation when there are no scheduled activities.

### Women

Two years (8 quarters with a total of 4 credits) of physical education are required of students during their freshman and sophomore years. Freshman must take one quarter of body building and one quarter of swimming. Sophomores must take one quarter of swimming. Each student is urged to select one individual sport to be used as a hobby during the junior and senior years and is encouraged to take one team sport to be used in intramural competition.

Entering students over 21 years of age (at date of entrance) may be exempt from physical education requirements.

Transfer students must abide by the above regulation. Credit is extended on the basis of transfer student's transcript.

If an excuse or deferment from physical education is necessary for health reasons, the student must report to the college physician for a permanent or temporary excuse. Permanent excuses must be filed in the Registrar's Office as well as in the Office of Physical Education.

#### Physical Education 128a *Physical Education I*

Freshman women students may select two activities from the following offerings:

Body building, beginners' swimming, intermediate swimming, aerial tennis, badminton, deck tennis, field hockey, volleyball, shuffleboard, table tennis, and Red Cross senior lifesaving.

Sem. I

Credit: 1

Antrim, Erdlitz

#### Physical Education 128b *Physical Education I*

Freshman women students may select two activities from the following offerings:

Body building, beginners' swimming, intermediate swimming, archery, golf, basketball, rhythm, softball, tennis, pre-instructors' swimming, and Red Cross instructors' swimming.

Sem. II

Credit: 1

Antrim, Erdlitz

#### Physical Education 228a *Physical Education II*

Sophomore women students may select two activities from the following offerings:

Beginners' swimming, intermediate swimming, aerial tennis, deck tennis, badminton, bowling, field hockey, volleyball, shuffleboard, table tennis, Red Cross senior lifesaving.

Sem. I

Credit: 1

Antrim, Erdlitz

Physical Education 228b *Physical Education II*

Sophomore women students may select two activities from the following offerings:

Beginners' swimming, intermediate swimming, archery, basketball, bowling, rhythm, softball, tennis, golf, pre-instructors' swimming, Red Cross instructors' swimming.

Sem. II

Credit: 1

Antrim, Erdlitz

## RECREATION

The Women's Recreation Association is organized for the purpose of promoting recreational activities for all students on campus. Organized tournaments are conducted in many sports giving all members an opportunity to earn an emblem, pin, and letter. Social as well as corecreational and coeducational opportunities are made available to students through the W.R.A.

## SCIENCE

## Biology

Science 122 *General Biology*

Plants and animals and their importance to human welfare. The fundamental structures that determine an organism's mode of life; origin, development, inheritance, distribution and interrelationships of plants and animals.

Sem. I (1-4)

Credit: 3

Arneson, Dickmann, Lowry, Marshall

Science 214 *Physiology and Anatomy*

Prerequisite: Science 122

Human anatomy based on dissection of the cat and other laboratory material; fundamental physiological processes of all the organ systems; embryological development.

Sem. II (1-4)

Credit: 3

Arneson, Dickmann, Lowry, Marshall

Science 306 *General Bacteriology*

Structure and physiology of yeasts, molds, and bacteria. Growth requirements; methods used in culture and identification; introductory studies in bacterial analysis of water and milk; other problems in sanitation; food bacteriology.

Sem. I, II (1-4)

Credit: 3

Marshall

Science 314 *Botany*

Prerequisite: Science 122

An introduction to the structure and physiology of plants; survey of the plant kingdom; structure and life history of representative forms of plant life.

Sem. II (2-2)

Credit: 3

Lowry

Science 316 *Zoology*

Prerequisite: Science 122

Survey of the animal kingdom; structure and physiology of representative animals; principles of adaptation, evolution and ecology.

Sem. I (2-2)

Credit: 3

Arneson

Science 362 *Advanced Physiology*

Prerequisites: Science 125, 214

Physiological processes of digestion, respiration, metabolism, excretion, circulation and muscle action. Histological and quantitative studies of blood; experiments on frog and turtle hearts and nerve and muscle preparations. Respiratory, nerve, circulatory and muscle experiments on the human body.

Sem. I, II (1-4)

Credit: 3

Arneson

Science 432 *Heredity and Eugenics*

The essential principles of genetics and eugenics and their application to the human family. Physical, physiological and mental traits in man; positive and negative eugenics and eugenics.

Sem. I, II

Credit: 2 or 3

Arneson

Science 442 *Community Hygiene*

Disease prevention through education, sanitation, isolation and immunization. Public health programs and operation of federal and state laws.

Sem. I, II

Credit: 2

Lowry

## Chemistry

Science 115 *Inorganic Chemistry*

The basic principles of inorganic chemistry, the important elements and compounds and some of their major applications to industry and modern life.

Sem. I, II (2-6)

Credit: 5

Blake, Cox, Nitz, Owen

Science 116 *Inorganic Chemistry*

Prerequisite: Science 115 or 125

An extension of the basic principles of inorganic chemistry. Some of the important chemical substances, and their applications to modern life.

Sem. I, II (2-4)

Credit: 4

Staff

Science 125 *Inorganic Chemistry*

Basic principles of inorganic chemistry, the important elements and compounds, and some of their applications to industry, food and to the home.

Sem. I, II (2-6)

Credit: 5

Blake, Cox, Nitz, Owen

Science 208 *Organic Chemistry*

Prerequisites: Science 115 or 125

The chemistry of carbon compounds. Fundamental principles of structure, classification and behavior of fats, carbohydrates, proteins, soap, fuels and lubricants, plastics, textiles, dyes, drugs and vitamins.

Sem. I, II (2-4)

Credit: 4

Blake, Cox

Science 322 *Biochemistry*

Prerequisites: Science 208, 214

Digestion and metabolism of carbohydrates, fats and proteins. Analysis of blood, urine, and other body fluids and tissues; nutritional significance of minerals, vitamins, enzymes, and hormones.

Sem. I (1-4)

Credit: 3

Cox

Science 436 *Qualitative Analysis*

Prerequisite: Science 115 or 125

The principles and practices of separating and identifying the common cations and anions.

Sem. I, II (1-4)

Credit: 3

Blake

Science 438 *Quantitative Analysis*

Prerequisite: Science 115 or 125

Introduction to the principles of quantitative chemical analysis and training in precision laboratory techniques.

Sem. II (1-4)

Credit: 3

Nitz

Science 445 *Chemistry of Materials*

Prerequisite: Science 115

Composition, properties and uses of common industrial and engineering materials: fuels and lubricants, iron and steel, non-ferrous metals and alloys, cement, paint and varnishes, synthetic rubber, and plastics.

Sem. I (2-2)

Credit: 3

Nitz



## Physics

Science 421 *Physics—Electricity, Heat, Mechanics*

Prerequisite: Mathematics 213

General laws of physics in the fields of electricity, mechanics and heat. Laboratory problems and demonstrations with practical applications.

Sem. I, II (3-4)

Credit: 5

Harbour, Kubly, Rue

Science 423 *Physics—Sound, Light*

Prerequisite: Mathematics 213

General laws of physics in the fields of sound and light. Acoustics, vision, lighting standards, lenses, optical instruments, polarization, and fluorescence.

Sem. I, II (2-2)

Credit: 3

Harbour, Kubly, Rue

Science 425 *Physics—Strength of Materials*

Prerequisite: Mathematics 213

An introduction to structural analysis, statics and strength of materials. Problems in derivation, coplanar force systems, structural connections, beam and column design, torsion, design of concrete beams and slabs, simple and complex structures. Experiments in standard and special tests.

Sem. I, II (2-2)

Credit: 3

Reneson

Science 427 *Physics—Electronics*

Prerequisite: Science 421

An introduction to the study of electron tubes at work. Basic principles of electronic circuits for the control of machines.

Sem. I, II (1-2)

Credit: 2

Harbour

Science 429 *Physics—Modern Physics*

Prerequisite: Science 421, 423

Elements of atomic and nuclear physics and the industrial application of atomic energy.

Sem. II

Credit: 2

Harbour

Science 431 *Physics—Statics*

Essential elements of statics including simple force systems, theory and application of non-concurrent forces, couples, friction, non-coplanar forces, trusses and other structures.

Sem. I (2-0)

Credit: 2

Sommers

Science 433 *Physics—Dynamics*

Essential elements of dynamics including rectilinear, angular, and harmonic motions; forces producing motion, work, energy, momentum, and power.

Sem. II (2-0)

Credit: 2

Sommers

## SOCIAL SCIENCE

Social Science 201 *General Economics*

Principles and problems of production, exchange, distribution, and consumption. Comparative economic systems.

Sem. I, II

Credit: 3

Hakala, Melrose

Social Science 301 *Economic History of the United States*

The economic evolution of the United States since colonial times. The development of economic problems and the foundations of modern industry.

Sem. II

Credit: 3

Agnew, Melrose

Social Science 309 *General Sociology*

Study of society, social groups, and the relations between groups and the individual. Man's cultural heritage. A framework for observation and study of social behavior.

Sem. I, II

Credit: 3

Deininger, Hakala

Social Science 311 *Government*

Functional study of American governmental units. Political principles, processes, and problems; comparative study of selected major foreign governments.

Sem. I, II

Credit: 3

Melrose, Price

Social Science 326 *Marriage and the Family*

A socio-psychological study of the family designed to aid the unmarried as well as the married student. Consideration of major personal and social issues confronting the family today.

Sem. I, II

Credit: 2

Rimel

Social Science 407 *History of the Americas*

History of the United States of America, broadened to include parallel developments in Latin America and Canada.

Sem. I, II

Credit: 3

Agnew

Social Science 409 *Recent History of the United States*

American history in the twentieth century. Study of recent world developments in which the United States has played a part.

Agnew

Credit: 2

Social Science 410 *Modern World*

Modern trends in terms of historical backgrounds, providing a frame of reference for interpreting the contemporary world. United Nations.

Sem. I, II

Credit: 3

Agnew

Social Science 411 *Problems of American Society*

Application of the understandings of sociology to selected social problems. Social expectations and values related to actual behavior. Problems of individuals, of groups, and of societies.

Sem. I, II

Credit: 2

Deininger

Social Science 414 *Labor Problems*

Background and history of organized labor, chiefly in Western industrial societies. Collective bargaining as viewed by labor, management, government, and the public. Combines basic labor economics with a study of the institutions involved in modern labor relations.

Sem. I

Credit: 2

Deininger, Hakala

Social Science 417 *American Politics*

Prerequisite: Social Science 311

Analysis of modern political parties. Nominating methods, campaigns, elections, practical politics in legislative bodies, and machines and bosses.

Sem. I

Credit: 2

Melrose, Price

Social Science 500 *School and Community*

Study of social relationships found in community life and in the school as a major community institution. Formal and informal aspects of community life. Some research techniques for studying a community.

Sem. I

Credit: 2

Deininger

Industrial Education 520 *Labor and Industrial Relations*

Human relations in industry from the viewpoints of labor, management, and the government.

Agnew

Credit: 2

## SPEECH

Speech 106 *Fundamentals of Speech*

Techniques of effective speech based upon diagnosis of individual needs and training for the improvement of the necessary skills. Emphasis on speaker-listener relations, speech organization, voice, bodily action, language, and the development of confidence and poise.

Sem. I, II

Credit: 2

Cutnaw, Lengfeld, Ziemann

Speech 223 *Essentials of Public Speaking*

Prerequisite: Speech 106

Advanced techniques of speaking. Development of proficiency in audience analysis, speech composition, and delivery of various types of speeches.

Sem. I, II

Credit: 2

Cutnaw, Lengfeld, Ziemann

Speech 320 *Advanced Speech Activities*

Prerequisite: Speech 106

Individual and group activities for developing skill in a variety of speech situations. Projects in analysis and delivery of literature. Special consideration of individual problems.

Sem. I (alternate years)

Credit: 2

Lengfeld

Speech 322 *Techniques of Group Leadership*

Prerequisite: Speech 106

Techniques for presiding at various types of meetings through use of parliamentary law. Training in the art of persuasion as a means of motivating and guiding the behavior of others.

Sem. I (alternate years)

Credit: 2

Ziemann

Speech 325 *Discussion and Debate*

Prerequisite: Speech 106

A study of two basic democratic tools. Principles and methods of leading and participating in the symposium, panel, roundtable, and other types of discussion. Practice in debate techniques.

Sem. II (alternate years)

Credit: 2

Ziemann

Speech 340 *Contemporary Theatre*

Prerequisite: Speech 106

A study of selected plays including structure, dramatic content, and production methods. Field trips to current plays.

Sem. I (alternate years)

Credit: 2

Lengfeld, Ziemann



Speech 344a *Theatre Workshop*

Prerequisite: Speech 106

Practical training in directing, acting, and/or stagecraft through actual participation in the production of the college plays. A student may take Speech 344a and 344b for a total of two credits, but not the same semester.

Sem. I, II

Credit: 1

Lengfeld

Speech 344b *Theatre Workshop*

Prerequisite: Speech 106, 344a

A continuation of Speech 344a. Further training in some phase of play production through practical participation in the college plays.

Sem. I, II

Credit: 1

Lengfeld

Speech 406 *Communication Skills for Education Leadership*

Prerequisite: Speech 106

Leadership techniques and communication skills for use in the classroom and educational activities; an approach to leadership attitudes and skills of democratic leadership in leading and participating in educational activities and classroom teaching.

Alternate years

Credit: 2

Ziemann

Speech 444 *Play Production*

Prerequisite: Speech 106

Survey of the art of play production: study of historical backgrounds; styles of production; and acting and directing techniques.

Sem. I (alternate years)

Credit: 2

Lengfeld

Speech 445 *Stagecraft and Scene Design*

Prerequisite: Speech 106

Technical problems in producing plays: techniques in designing the set; constructing, painting, and handling scenery; stage lighting; make-up; costuming; sound and visual effects; and organization of the production staff.

Sem. II

Credit: 2

Lengfeld

Speech 470 *Radio and Television Workshop*

Prerequisite: Speech 106

Radio and television station procedures; techniques and methods in planning, directing, and producing programs; participation in actual broadcasts.

Sem. II (alternate years)

Credit: 2

Ziemann

## GRADUATE PROGRAM

The graduate program at Stout State College is established to meet the present day needs of personnel in Home Economics, Home Economics Education, Industrial Education, and Vocational Education, general or with a concentration in Audio-Visual Instruction, Home Economics, Trade and Industrial, or Guidance. The graduate curriculum is planned so that prospective personnel may earn the degree of Master of Science in one of the above fields. The teacher certification laws, the trade experience, the educational preparation, and professional objectives determine the type of graduate program essential to meet those specialized needs.

### OBJECTIVES

The graduate program has as its primary objective the overall development of the student's personal and professional competencies so that he may successfully enter upon and/or progress in his chosen major field.

More specifically, the program is designed to enable the student to acquire the necessary professional knowledges; develop the essential professional skills; develop desirable professional attitudes; and acquire research ability, with an emphasis on action research, which will enable him to work effectively in the profession.

It is anticipated that the student will, through selected course work and the college environment, be enriched in his cultural and general development.

### ADMISSION REQUIREMENTS

Those applying for admission should direct inquiries to the Dean of Graduate Studies, indicating the major desired.

In general, a Bachelor's degree from an accredited college with at least a 2.5 grade point average (C plus) based on the system of A-4; B-3; C-2; D-1; and F-0 is required for admission. The specific requirements for admission to the graduate program are described under each of the major fields offered, as reported in this bulletin.

### TRANSCRIPT OF CREDITS

All students graduated from colleges other than Stout State College should have an official transcript of their undergraduate credits sent to the Registrar of Stout State College. A transcript of any graduate credit to be transferred to Stout State College for advanced standing should be submitted at this time also. (See next section, "Transfer of Credits"). This should be done by all applicants at least one month prior to the enrollment date. Stout State College graduates should deal directly with the Dean of Graduate Studies concerning the transcript.

## TRANSFER OF GRADUATE CREDITS

Graduate credit from other institutions to count toward degree requirements is limited to eight semester hours of credit. Such credit must be recorded as graduate credit on an original transcript and must apply to the student's sequence of courses at Stout. Those in residence as graduate students at Stout State College should consult the Dean of Graduate Studies before enrolling for credits that are to be transferred from another college to Stout.

## SENIORS (SPLIT PROGRAM)

Qualified seniors who do not require full time to complete their undergraduate work within the enrollment period of one semester or one summer session may enroll for graduate courses with the permission of the Dean of the undergraduate school and the Dean of Graduate Studies. This permission must be obtained prior to registration; credit earned prior to enrollment in the graduate program will not be accepted as graduate credit. The limit of the total hours carried should not exceed that set as the normal load. Only partial credit for residence will be granted for the period in which such work is taken.

## GRADUATE TUITION AND FEES

Tuition for non-residents of Wisconsin per semester -----	\$95.00
Incidental fee -----	75.00
Student activity fee -----	24.00
Special examination fee -----	2.00
Diploma fee -----	7.50
Thesis binding fee, each -----	2.00

For detailed explanation of fees, see section on Financial Information in this bulletin.

Any expense incurred by graduate students during the conduct of research problems, such as printing of questionnaires, maps, charts, postage, typing of reports, etc., is the responsibility of the student and must be supplied and paid for by the student.

## Part-time Students

All resident students taking courses aggregating eight or fewer semester hours of credit shall be classified as part-time students. Those students taking courses aggregating fewer than eight hours of credit shall pay an incidental fee of \$7.50 per credit (resident student) or \$16.00 per credit (non-resident student) except that the total charge shall not exceed \$45.00 for resident students or \$100.00 for non-resident students. The textbook fee for part-time students is \$ .50 per semester hour of credit. The student activity fee which includes membership in the Student Center is \$20.00.



## GENERAL REQUIREMENTS FOR GRADUATION

The graduation requirements for the Master of Science degree regardless of the major or concentration are as follows:

1. Completion of a minimum of 30 semester hours of credit approved for the major field.
2. At least 15 of the semester hours of credit required for the master's degree must be earned in graduate (500 series) courses.
3. Graduate courses required of all students: Education 501, Research Procedures; Education 510, Applied Research; Education 561, Educational Statistics; and either Education 570, Thesis or the Plan B "Problems" course designated for the major area.
4. Requirements for the master's degree must be completed within a six year period. Requests for extension will be given consideration by the Graduate Committee.
5. Residence requirements are one academic year, five six-week summer sessions, or four eight-week summer sessions. The acceptance of eight semester hours of credit from another institution may reduce the residence requirements.
6. Transfer of graduate credit from other institutions is limited to eight semester hours. An official transcript of graduate credit earned elsewhere prior to the first enrollment must be submitted, for approval as advanced standing, to the Dean of Graduate Studies. Students in residence must obtain approval from the Dean of Graduate Studies before taking any graduate work elsewhere which they may wish to transfer to Stout State College.
7. The standard of work on the graduate level requires that the candidate for the master's degree earn at least a B average for 30 semester hours of credit. (Note: in case of a thesis, the average is based on 24 semester credits.)
8. "Incompletes" are given in cases in which the absence incurred has been due to situations over which neither the student nor the instructor has any control. However, the student must have a passing grade in the course at the time of withdrawal. In graduate work, incompletes are also given in cases in which completion of research requires more time than is available during the term. In such cases, the incomplete must be made up within three years following the end of the course.
9. The maximum load that may be taken by a graduate student is sixteen semester hours per semester. Full residence credit will be granted to graduate students carrying a minimum of twelve semester hours credit per semester during the regular academic year. During the eight week summer session, the maximum is eight semester credits, while the minimum for determining residence is four semester credits.



10. Candidates for the Master of Science degree must write the Qualifying Examination. This examination is used by the Graduate Committee to assist in evaluating the student's fitness to continue work on the graduate level. Students must complete six hours of graduate work before taking the examination. Notice will be posted informing students as to the time and place of the examinations.

## THESIS AND INVESTIGATION REQUIREMENTS

*General.* The graduate program at Stout State College provides opportunity for students to acquire preparation in the understanding, interpretation, and application of research procedures. It is for this purpose that all students are required to take the basic courses: Education 501 Research Procedures, Education 510 Applied Research, and Education 561 Educational Statistics.

There are two plans available for students to satisfy the research requirement. A brief explanation of the two plans follows. (Detailed instructions for Plan A and Plan B should be secured from the Office of the Dean of Graduate Studies.)

No student may use both Plan A and Plan B credit toward graduation.

The student, in conference with his major adviser, should select plan A or B whichever best meets his professional needs and interests. The following considerations should be constantly recognized:

1. The study should be of significance in its field.
2. The study should be clearly limited.
3. The study should raise distinct questions.
4. The data for research must be available to the student conducting the study.
5. The problem should be within the major field.
6. The ability of the student, time, and cost should be favorable.

**PLAN A—*Thesis.*** This is to be a study in the major field involving original research on a significant problem. It is to be carried on using an approved research procedure and culminating in a thesis as the final report, which is to be written according to standards established by the Graduate Committee. (These standards are discussed in the required courses and copies are also available in the Graduate Studies Office.) The student is to register for Education 570 Thesis for a total of 6 semester hours.

**PLAN B—*Investigation.*** This is to be a research study (of a lesser degree than the thesis) in fulfillment of part of the graduation requirements under this plan. Students should first confer with the major adviser and then with the Plan B course instructor, making tentative plans for the proposed study, the method, the subject, the problem, if any, and the delimitations. This requirement will be fulfilled by enrollment in the Plan B course approved by the major adviser. (See details for each major area presented in this bulletin.) Details are given in the required courses and are also available in the Graduate Studies Office.

### Research Requirement Completion Date

In general, students should register for Thesis or Plan B before or immediately after completing one-half (15 semester hours of credit) of the total requirements.

A student in full time residence should plan to complete the Thesis or Plan B requirement at least six weeks before the close of the semester in which he is to be graduated. This makes it imperative that the student register for and all but complete the requirement in the third quarter.

A student attending summer sessions should plan to complete the Thesis or Plan B requirement at least five weeks before the close of the session in which he is to be graduated. This makes it imperative to register for and all but complete the requirement in that summer session preceeding the anticipated final session.

Any extension beyond the limit set above must be approved by both the investigation adviser and the major adviser.

## GRADUATE OFFERINGS

The graduate program of Stout State College is organized in terms of an integrated five-year program in the fields of Home Economics, Home Economics Education, Industrial Education, and Vocational Education, general or with a concentration in Audio-Visual Instruction, Home Economics, Trade and Industrial, or Guidance.

The major adviser evaluates the undergraduate record of the student and recommends courses to be taken which will provide the student with the development necessary for his chosen major field. The major fields are described in the following sections.

### HOME ECONOMICS AND HOME ECONOMICS EDUCATION

This major is designed to increase the personal and professional development of those who plan to serve in the home economics or the home economics education fields. There are two concentrations available in the Home Economics major, namely: Clothing, Textiles, and Related Art, or Food and Nutrition. In cooperation with the major adviser, the student plans a program, based on her undergraduate record, which will best meet her individual needs as a professional worker in the chosen major or concentration.

### Cooperative Graduate Program

Those experienced teachers enrolled or contemplating enrolling in the Wisconsin Cooperative Graduate Program and who are interested in completing the Master's degree at Stout State College, with a major in Home Economics, are requested to write the Dean, School of Home Economics, concerning the transfer of credits.

## Admission Requirements

In general, those seeking admission must have a bachelor's degree from an accredited college with a major in Home Economics or Home Economics Education with a substantial background in the appropriate major or concentration—Clothing, Textiles, and the Related Art or Food and Nutrition. The undergraduate record must have a 2.5 grade point average (C plus) based on the system of A-4; B-3; C-2; D-1; and F-0.

## Master's Degree Requirements

To earn the Master of Science degree in Home Economics (with a major in either concentration) or a Master of Science degree in Home Economics Education the student must earn not less than 30 semester hours of credit with a B average which will be distributed as follows:

1. A minimum of fifteen semester credits must be earned in graduate (500 series) courses.
2. Eight to twelve semester credits—required of all students.

	Sem.	Hrs.
Ed. 501 Research Procedures .....	2	
Ed. 510 Applied Research .....	2	
Ed. 561 Educational Statistics .....	2	
and either		
Ed. 570 Thesis .....	6	
or as appropriate		
H.E. 547 Problems in Food and Nutrition .....	2	
H.E. 551 Problems in Clothing, Textiles, and Related Art .....	2	
Ed. 575 Problems in Home Economics Education .....	2	
3. Additional courses selected from the following or other courses approved by the major adviser to complete a minimum of 30 semester hours of credit.		

### HOME ECONOMICS—CLOTHING, TEXTILES, AND RELATED ART

	Sem.	Hrs.
H.E. 315 Textiles .....	3	
A. 332 Advanced Design .....	2	
A. 334 Home Furnishings .....	3	
H.E. 342 Costume Millinery .....	2	
A. 400 Crafts .....	2	
A. 410 Pottery .....	2	
H.E. 412 Applied Dress Design .....	3	
H.E. 413 Flat Pattern Design .....	2	
H.E. 415 Economics of Family Clothing .....	3	
A. 423 Problems in Home Furnishings .....	2	
A. 430 Art History .....	2	
A. 436 Costume Design .....	2	



A. 448 Housing .....	3
A. 460 Creative Art .....	2
H.E. 471 History of costume .....	3
H.E. 500 Tailoring .....	3
H.E. 505 Clothing Today's Family .....	2
H.E. 514 Seminar in Clothing .....	2
A. 526 Seminar in Related Art .....	2
H.E. 544 Workshop in Clothing and Textiles .....	2
H.E. 576 Advanced Textiles .....	2

## HOME ECONOMICS—FOOD AND NUTRITION

	Sem.	Hrs.
H.E. 300 Applied Institution Management .....		3
H.E. 310 Nutrition and Dietetics .....		3
H.E. 328 Institution Administration .....		3
H.E. 400 Demonstration Techniques .....		2
H.E. 418 Diet in Disease .....		3
H.E. 438 Experimental Food .....		3
H.E. 441 Food Service Accounting .....		3
Sc. 442 Community Hygiene .....		2
H.E. 443 School Food Service .....	2 or 3	
H.E. 452 Institution Food Preparation .....		3
H.E. 463 Institution Management Problems .....	2 or 3	
H.E. 501 Trends in Nutrition .....		2
H.E. 508 Food Seminar .....		2
H.E. 511 Nutrition Seminar .....		2
H.E. 513 Institution Management Seminar .....		2
H.E. 546 Modern Methods in Food Preparation .....	2 or 3	
H.E. 556 Advanced Experimental Food .....	3 or 4	

## HOME ECONOMICS EDUCATION

Not less than six semester hours of credit must be earned from the five courses listed below

	Sem.	Hrs.
Ed. 508 Curriculum Studies in Home Economics .....	2 or 3	
Ed. 520 Current Problems in Home Economics Education .....		2
Ed. 525 Supervision of Student Teaching in Home Economics .....		3
Ed. 530 Methods of Teaching Management in High School Homemaking Classes .....		2
Ed. 544 Seminar in Home Economics Education .....		2

The remainder of the credits to be selected from those courses listed below, or other courses approved by the major adviser.



	Sem.	Hrs.
Ed. 401 Introduction to Guidance and Counseling .....	2	
Ed. 402 Principles of Vocational and Adult Education .....	2	
Ed. 416 Problems in Vocational and Adult Homemaking .....	2	
Ed. 428 Home Economics for the Junior High School .....	3	
Ed. 436 Course Development .....	2	
Ed. 441 Education Evaluation .....	2	
Ed. 451 Evaluation in Home Economics Education .....	2	
Ed. 462 Workshop for Homemaking teachers .....	2 or 3	
Ed. 472 Coordination (Vocational Home Economics) .....	2	
Ed. 500 Philosophy of Modern Education .....	2	
Ed. 502 Principles of Supervision .....	2	
Ed. 506 Problems in Supervision .....	2	
Ed. 513 Personality and Mental Health .....	2	
Ed. 526 Administration .....	2	
Ed. 555 Psychology of Learning .....	2	

### INDUSTRIAL EDUCATION

This major is designed to increase the personal and professional development of those who plan to serve in industrial education. Sufficient elective courses are provided to permit the student, in cooperation with his major adviser, to plan a program to meet his individual needs as a classroom teacher, supervisor, or administrator of industrial education or industrial arts.

### Admission Requirements

Those who are admitted must have a bachelor's degree from an accredited college with a major in industrial education or industrial arts. The major must include 42 semester hours of technical shop and drafting courses, and 26 semester hours of education courses including general psychology. A variation of six semester hours is permitted in each field, provided the total is 68 semester hours. A scholastic undergraduate record of at least 2.5 grade point average (C plus) is required based on the system of A-4; B-3; C-2; D-1, and F-0.

### Master's Degree Requirements

To earn the Master of Science degree with a major in Industrial Education requires that the student earn not less 30 semester hours of credit, with a B average, which will be distributed as follows:

1. A minimum of fifteen semester hours of credit must be earned in graduate (500 series) courses.

## 2. Eight to twelve semester credits—required of all students.

	Sem.	Hrs.
Ed. 501 Research Procedures .....		2
Ed. 510 Applied Research .....		2
Ed. 561 Educational Statistics .....		2
and either		
Ed. 570 Thesis .....		6
or		
I.E. 535 Problems in Industrial Education (Plan B) .....		2

3. Not less than four nor more than 14 credits from the following as selected and approved by the major adviser.

	Sem.	Hrs.
Ed. 402 Principles of Vocational and Adult Education .....		2
I.E. 415 Technical Education Programs .....		2
Ed. 423 Safety Education .....		2
Sc. 427 Physics—Electronics .....		2
Sc. 429 Physics—Modern Physics .....		2
I.E. 439 Applied Electronics .....		2
I.E. 440 Plastics II .....		2
Ed. 448 Driver Education .....		2
Ed. 452 Driver Education (Advanced) .....		2
I.E. 461 Tool and Die Making .....		2
Ed. 470 Conference Leading I .....		2
Ed. 472 Coordination .....		2
I.E. 520 Labor and Industrial Relations .....		2
I.E. 533 Survey Procedures .....		2
I.E. 537 Curriculum Procedures III .....		2
I.E. 563 Design in Industrial Arts .....		2
Ed. 568 Curriculum Procedures II .....		2

(No more than six semester hours of credit may be credited from among the Advanced Technical Problems courses listed below.)

	Sem.	Hrs.
I.E. 540 Advanced Technical Problems—Audio-Visual Education ----	2	6
I.E. 541 Advanced Technical Problems—Drafting .....	2	6
I.E. 542 Advanced Technical Problems—General Shop .....	2	6
I.E. 543 Advanced Technical Problems—Graphic Arts .....	2	6
I.E. 544 Advanced Technical Problems—Electricity .....	2	6
I.E. 545 Advanced Technical Problems—Metals .....	2	6
I.E. 546 Advanced Technical Problems—Woodworking .....	2	6
I.E. 547 Advanced Technical Problems—Power and Transportation	2	6

4. Not less than six nor more than 12 credits from the following, as selected and approved by the major adviser.

	Sem.	Hrs.
Ed. 360 Audio-Visual Education .....		2
I.E. 400 Quality Control .....		2

Ed. 401 Introduction to Guidance and Counseling .....	2
Sp. 406 Communication Skills for Educational Leadership .....	2
S.S. 407 History of the Americas .....	3
S.S. 409 Recent History of the United States .....	2
E. 410 Writing and Selling Feature Articles .....	2
I.E. 410 Production Control .....	2
S.S. 410 Modern World .....	3
S.S. 411 Problems of American Society .....	2
S.S. 414 Labor Problems .....	2
S.S. 417 American Politics .....	2
Ed. 430 Industrial Psychology .....	2
Sc. 432 Heredity and Eugenics .....	2 or 3
Ed. 439 Motion Picture Production .....	2
Ed. 441 Education Evaluation .....	2
Sc. 442 Community Hygiene .....	2
Sp. 470 Radio and Television Workshop .....	2
Ed. 475 Counseling Procedures .....	2
Ed. 479 Public Relations .....	2
Ed. 490 Tests and Measurements in Counseling .....	2
Ed. 500 Philosophy of Modern Education .....	2
S.S. 500 Community Organization .....	2
Ed. 502 Principles of Supervision .....	2
Ed. 506 Problems of Supervision .....	2
Ed. 513 Personality and Mental Health .....	2
Ed. 514 Vocational Psychology .....	2
Ed. 526 Administration .....	2
Ed. 555 Psychology of Learning .....	2
Ed. 560 Audio-Visual Administration .....	2

5. Other courses than those listed herein may, upon petition to the Dean of Graduate Studies, be accepted in lieu of those listed under items 3 and 4 above.

## VOCATIONAL EDUCATION

### General—Home Economics—Trade and Industrial

These concentrations are designed to develop the personal and professional competencies of those who plan to serve in the vocational field as a teacher of trades and industries or home economics or as a coordinator, supervisor, or director. The choice of electives, made through consultation with the major adviser, is adapted to the goal of the individual.

Note: Those interested in a concentration in Audio-Visual Instruction, or Guidance should refer to the sections so entitled.

### ADMISSION REQUIREMENTS

In general, certified vocational teachers with a bachelor's degree in the field of agriculture, commerce, engineering, industrial education, or home



economics education and who possess 42 semester credits of technical work in the specialized field, and 26 semester credits in education including general psychology, may be admitted to graduate work for a vocational major. A variation of six semester hours of credit in technical or educational fields is permitted, provided the total is 68 semester hours of credit. Each student is required to submit a statement of his certification as a vocational teacher from his State Vocational Director. A scholastic undergraduate record with at least a 2.5 grade point average (C plus) based on the system of A-4; B-3; C-2; D-1; and F-0. Those planning to be trade and industrial teachers or home economics teachers must submit an undergraduate record appropriate to the specific field.

#### MASTER'S DEGREE REQUIREMENTS

To earn the Master of Science degree with a major in Vocational Education requires that the student earn not less than 30 semester hours of credit with a B average, which will be distributed as follows:

1. A minimum of fifteen semester credits must be earned in graduate (500 series) courses.
2. Eight to twelve semester credits—required of all students.

	Sem.	Hrs.
Ed. 501 Research Procedures .....	2	
Ed. 510 Applied Research .....	2	
Ed. 561 Educational Statistics .....	2	
and either		
Ed. 570 Thesis .....	6	
or		
I.E. 536 Problems in Vocational Education (Plan B) .....	2	

3. Fourteen semester hours of credit as listed below, except that any course completed and credited on the undergraduate transcript is not to be repeated. (These credits are Wisconsin vocational certification requirements.)

	Sem.	Hrs.
Ed. 303 Educational Psychology .....	2	
Ed. 401 Introduction to Guidance and Counseling .....	2	
Ed. 402 Principles of Vocational and Adult Education .....	2	
Elementary Economics .....	4	
Socio-Economic Electives .....	4	

4. The following courses, except that any course completed and credited on the undergraduate transcript is not to be repeated

	Sem.	Hrs.
Ed. 416 Problems in Teaching Vocational and Adult Homemaking .....	2	
For coordinators, directors, supervisors, and Trade and Industrial teachers		



	Sem.	Hrs.
Ed. 407 Teaching Trade and Industrial Subjects .....	2	2
Ed. 443 Organization of Content Material for Trade and Industrial Subjects .....	2	2

5. The balance of the credits will be selected with the advice of the major adviser from those listed below or courses listed in other graduate curricula, approved in each case by the Dean of Graduate Studies.

	Sem.	Hrs.
Ed. 350 Adolescent Psychology .....	2	2
Ed. 352 Child Psychology .....	2	2
Ed. 360 Audio-Visual Education .....	2	2
I.E. 415 Technical Education Programs .....	2	2
Ed. 423 Safety Education .....	2	2
Ed. 430 Industrial Psychology .....	2	2
Ed. 439 Motion Picture Production .....	2	2
I.E. 439 Applied Electronics .....	2	2
Ed. 441 Education Evaluation .....	2	2
I.E. 461 Tool and Die Making .....	2	2
Ed. 470 Conference Leading I .....	2	2
Ed. 471 Conference Leading II .....	2	2
Ed. 472 Coordination .....	2	2
Ed. 475 Counseling Procedures .....	2	2
Ed. 490 Tests and Measurements in Counseling .....	2	2
Ed. 491 Occupational and Educational Information .....	2	2
Ed. 492 Administration of Vocational and Adult Education .....	2	2
Ed. 502 Principles of Supervision .....	2	2
Ed. 506 Problems of Supervision .....	2	2
Ed. 514 Vocational Psychology .....	2	2
Ed. 526 Administration .....	2	2
I.E. 533 Survey Procedures .....	2	2
I.E. 537 Curriculum Procedures III .....	2	2
Ed. 560 Audio-Visual Administration .....	2	2
Ed. 568 Curriculum Procedures II .....	2	2

### Audio-Visual Instruction

This concentration is designed to increase the personal and professional development of those who plan to serve education through the audio-visual program. Through conferences with the major adviser, the student's program is planned so that he is qualified to prepare and use audio-visual materials and to develop, supervise, and administer audio-visual services for all levels of education as well as in industry and the armed services.

## ADMISSION REQUIREMENTS

In general, a bachelor's degree from an accredited college with sufficient credits to qualify for a teaching certificate; with at least a 2.5 grade point average (C plus) based on the system of A-4; B-3; C-2; D-1; and F-0.

He must also have at least two years of successful teaching experience or acquire it before completing the graduation requirements.

## MASTER'S DEGREE REQUIREMENTS

To qualify for the Master of Science degree with a concentration in Audio-Visual Instruction requires that the student earn not less than 30 semester hours of credit with a B average, which will be distributed as follows:

1. A minimum of fifteen semester credits must be earned in graduate (500 series) courses.

2. Eight to twelve semester credits—required of all students.

	Sem.	Hrs.
Ed. 501 Research Procedures .....		2
Ed. 510 Applied Research .....		2
Ed. 561 Educational Statistics .....		2
and either		
Ed. 570 Thesis .....		6
or		
Ed. 522 Problems in Audio-Visual Instruction (Plan B) .....		2

3. At least ten but not more than sixteen semester credits from the following

	Sem.	Hrs.
*Ed. 360 Audio-Visual Education .....		2
I.E. 405 Advanced Photography .....		2
Sc. 427 Physics—Electronics .....		2
*Ed. 439 Motion Picture Production .....		2
Sp. 470 Radio and Television Workshop .....		2
I.E. 540 Advanced Technical Problems—Audio-Visual Education .....	2	6
I.E. 543 Advanced Technical Problems—Graphic Arts .....	2	6
I.E. 544 Advanced Technical Problems—Electricity .....		2
*Ed. 547 Communications Media Design .....		2
*Ed. 560 Audio-Visual Administration .....		2

4. Additional courses to complete the required 30 semester credits selected from among the following

	Sem.	Hrs.
Sp. 406 Communication Skills for Educational Leadership .....		2
Ed. 470 Conference Leading I .....		2
Ed. 479 Public Relations .....		2

Ed. 500 Philosophy of Modern Education .....	2
*Ed. 502 Principles of Supervision .....	2
Ed. 506 Problems of Supervision .....	2
*Ed. 526 Administration .....	2
Ed. 513 Personality and Mental Health .....	2
I.E. 533 Survey Procedures .....	2
I.E. 537 Curriculum Procedures III .....	2
Ed. 555 Psychology of Learning .....	2
*Ed. 538 Elementary School Curriculum .....	2
*Ed. 539 High School Curriculum .....	2

\*Courses required for Audio-Visual Director's Certificate in certain states.

### Guidance

This concentration is designed to develop the personal and professional competencies of those who plan to serve guidance needs as a classroom teacher, teacher-counselor, counselor, dean of boys or girls, director of guidance, home-room supervisor, or attendance worker.

#### ADMISSION REQUIREMENTS

1. In general a bachelor's degree from an accredited college with at least a 2.5 grade point average (C plus) based on the system of A-4; B-3; C-2; D-1; and F-0.
2. A substantial background in the behavioral sciences, e.g., psychology and sociology.
3. A sincere interest in social service and the ability to develop a helping relationship with others.
4. A valid teacher's certificate and three years of successful teaching experience, or its equivalent, must be completed before completing the graduation requirements.

#### MASTER'S DEGREE REQUIREMENTS

To earn the Master of Science degree with a concentration in Guidance requires that the student earn not less than 30 semester hours of credit with a B average, which will be distributed as follows:

1. A minimum of fifteen semester credits must be earned in graduate (500 series) courses.

2. Eight to twelve semester credits—required of all students.

	Sem.	Hrs.
Ed. 501 Research Procedures .....	2	2
Ed. 510 Applied Research .....	2	2
Ed. 561 Educational Statistics .....	2	2
and either		
Ed. 570 Thesis .....	6	6
or		
Ed. 531 Problems in Guidance (Plan B) .....	2	2

3. All of the courses listed below except those which were completed and credited as an undergraduate are required courses in Guidance.

	Sem.	Hrs.
Ed. 401 Introduction to Guidance and Counseling .....	2	2
Ed. 475 Counseling Procedures .....	2	2
Ed. 491 Occupational and Educational Information .....	2	2
Ed. 513 Personality and Mental Health .....	2	2
Ed. 541 Individual Mental Testing .....	2	2
Ed. 550 Appraising the Individual .....	2	2
Ed. 552 Group Guidance Procedures .....	2	2
Ed. 565 Organization and Administration of Guidance .....	2	2
Ed. 590 Supervised Practice in Counseling .....	2	2

4. Additional courses selected from the following to complete a minimum of 30 semester hours of credit.

	Sem.	Hrs.
Ed. 350 Adolescent Psychology .....	2	2
Ed. 352 Child Psychology .....	2	2
Ed. 430 Industrial Psychology .....	2	2
Ed. 490 Tests and Measurements in Counseling .....	2	2
Ed. 500 Philosophy of Modern Education .....	2	2
Ed. 502 Principles of Supervision .....	2	2
Ed. 514 Vocational Psychology .....	2	2
Ed. 526 Administration .....	2	2
Ed. 555 Psychology of Learning .....	2	2
H.E. 334 Personality Growth and Development of the Child .....	3	3
H.E. 424 Principles and Practices of Child Guidance .....	2	2
S.S. 326 Marriage and the Family .....	2	2
S.S. 411 Problems of American Society .....	2	2
S.S. 414 Labor Problems .....	2	2
Ed. 538 Elementary School Curriculum .....	2	2
Ed. 539 High School Curriculum .....	2	2



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